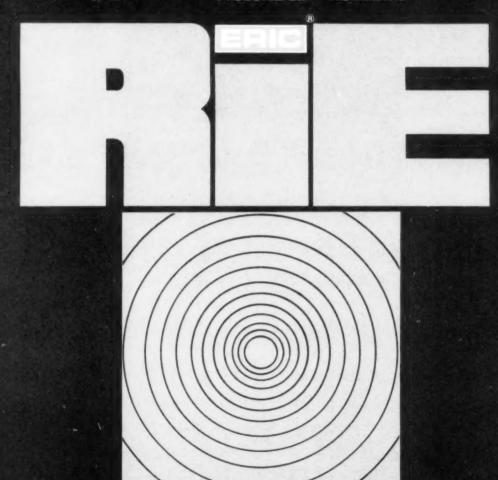


# Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

**AUGUST 1987** 

VOLUME 22 • NUMBER 8



ED 279 782-280 938

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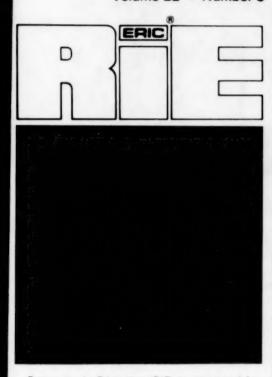
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## RESOURCES IN EDUCATION

ED 279 782-280 938 August 1987 Volume 22 • Number 8



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Copies of RIE are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two Semiannual Indexes to RIE (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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#### Selected Acronyms

CH - Clearinghouse

CIJE - Current Index to Journals in Education

Comp. - Compiler

DHEW - Department of Health, Education, and Welfare

Ed. - Editor

ED - Accession Number Prefix (ERIC Document)

Department of Education

EDRS - ERIC Document Reproduction Service

EJ — Accession Number Prefix (ERIC Journal Article)

ERIC — Educational Resources Information Center GPO — Government Printing Office

MF - Microfiche

NIE - National Institute of Education

OE - Office of Education

OERI - Office of Educational Research and Improvement

PC - Paper Copy

RIE - Resources in Education

SN - Scope Note
UF - Used For

#### Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C.: Dept. of Health, Education, and Welfare, National Institute of Education: Supt. of Docs., U.S. G.P.O., [distributor],

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(Continued on next card)

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Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210:; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

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 Leducation—Bibliography.
 I. United States. National Institute of Education.
 II. Educational Resources Information Center.

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Support—directories. Z 5811 R432<sub>1</sub> Z5813.R4 016.370'78

75-644211 AACR 2 MARC-S

Library of Congress

(LB1028)

76<sub>t</sub>8209r81<sub>1</sub>rev

#### Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

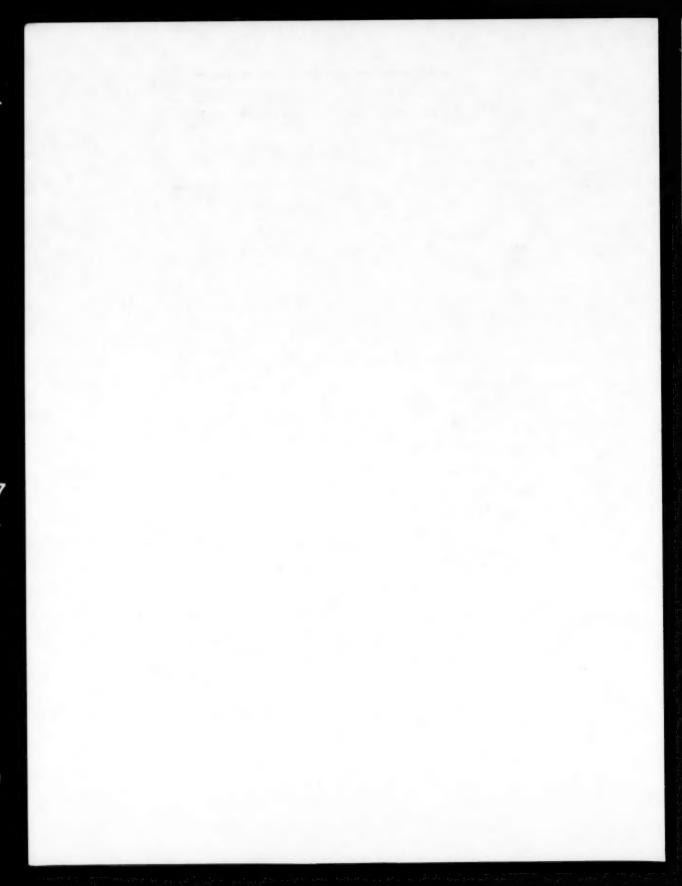
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in Resources in Education, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in Resources in Education (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION.**"



### **HIGHLIGHTS Of Special Interest**

#### **ERIC Clearinghouse Publications**

This page highlights publications announced in this issue of Resources in Education which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in Resources in Education are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

#### Citations (By Clearinghouse)

ED 279 914 CG 019 722

McFadden, Emily Jean
Counseling Ahused Children.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.; 123p.
EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—ERIC Clearinghouse on
Counseling and Personnel Services, 2108 School
of Education, University of Michigan, Ann Arbor,
M1 48109-1259.

MI 48109-1259.

CG 019 725 enjamin, Libby Walz, Garry R.
ounseling Students and Faculty for Stress Man-

agement. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 40p. EDRS Price - MF01/PC02 Plas Postage.
Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259

ED 279 918

Walz, Gurry R., Ed. Bleuer, Jeanne C., Ed.
The Growth Edge: Creative Use of Computers for Facilitating Learning and Enhancing Personal Development. Papers from the Workshop (Ann Arbor, Michigan, June 27-30, 1986).

ERIC Clearinghouse on Counseling and Personnel

Services, Ann Arbor, Mich.; 48p.

EDRS Price - MF01/PC02 Plus Postage. Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, M1 48109-1259.

ED 279 989 CG 019 798 ED 279 989 CG 019 798
Peck, Nancy And Others
Dropout Prevention: What We Have Learned.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.; 43p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—ERIC/CAPS, 2108 School
of Education, University of MI 48109-1259

Gysbers, Norman C.
Career Development Today: An Overview.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.; 32p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—ERIC/CAPS, 2108 School
of Education, University of MI 48109-1259
(\$5.00/copy).

(\$6.00/copy).

ED 280 080 CS 210 396 Squire, James R., Ed.

The Dynamics of Lang Reading and English.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.; 420p.

EDRS Price - MF01/PC17 Plus Postage Alternate Availability-National Council of Teach-

ers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12765, \$20.00 member, \$25.00

ED 280 211 EC 191 799 Greenburg, David E. A Special Educator's Perspective on Interfacing Special and General Education: A Review for

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 24p.

EDRS Price - MF01/PC01 Plus Postage Alternate Availability-Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. 315; \$6.00; CEC members \$5.10).

#### **RIE Highlights**

ED 280 429

Hendrickson, Robert M. Gibbs, Annette
The College, the Constitution, and the Consumer
Student: Implications for Policy and Practice.
ASHE-ERIC Higher Education Report No. 7,

1986.
Association for the Study of Higher Education.;
ERIC Clearinghouse on Higher Education, Washington, D.C.; 108p.
EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$10.00 per copy, nonmembers; \$7.50 per copy, members).

ED 280 519 JC 870 153

Ahrendt, Kenneth M., Ed.
Teaching the Developmental Education Student.
New Directions for Community Colleges, Number 57.

Journal Cit—New Directions for Community Col-

Journal Cit—New Directions for Community Colleges, v15 nl Spr 1987 mior Colleges, Los Angeles, Calif.; 121p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$12.95).

ED 280 595

Ratz, Lilian G. And Others

A Place Called Kindergarten.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ili.; 157p.

EDBS Price - MF01/POOP Plus Postage.

Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 201, 36.95). \$6.95).

ED 280 648 RC 016 158

ED 280 648
Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Mexican American Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 6p.
EDRS Price - MF01/PC01 Plus Postage.

ED 280 764

SO 017 994

ED 280 764

Patrick, John J. Keller, Clair W.

Lessons on the Pederalist Papers: Supplements to High School Courses in American History, Government, and Civics.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.; Organization of American Historians, Bloomington IN. 90h.

ter.; Organization of American Historians, Bloo-mington, 1N.; 90p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—Social Studies Develop-ment Center, Indiana University, 2805 East Tenth Street, Bloomington, 1N 47405 (\$10.00, plus \$2.00 shipping and handling).

## DOCUMENT SECTION

#### SAMPLE RESUME

ERIC Accession Number-identifi-Clearinghouse Accession Number. cation number sequentially assigned to documents as they are processed. Author(s). Sponsoring Agency—agency re-sponsible for initiating, funding, and CE 123 456 ED 654 321 managing the research project. Title . Smith, John D. Johnson, Jane Career Planning for Women. Organization where document Central Univ., Chicago, IL. Report Number-assigned by originated. Spons Agency-National Inst. of Education (ED), originator. Washington, DC. Report No. — CU-2081-S Pub Date — May 83 Date Published. Descriptive Note (pagination first). Contract- NIE-C-83-0001 Note - 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, Contract or Grant Number. IL, May 15-17, 1983). Available from-Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25). Descriptors-subject terms found in Language-English, French the Thesaurus of ERIC Descriptors Alternate source for obtaining that characterize substantive content. Pub Type-Speeches/Meeting Papers (150) document Only the major terms, preceded by EDRS Price-MF01/PC06 Plus Postage. an asterisk, are printed in the subject Language of Document-docu-Descriptors - Career Guidance, \* Career Planning, index Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, ments written entirely in English are not designated, although "English" is carried in their computerized records. Labor Force, Labor Market, \*Labor Needs, Oc-Identifiers-additional identifying terms not found in the Thesaurus. cupational Aspiration, Occupations Publication Type—broad categories indicating the form or organization of Only the major terms, preceded by Identifiers - Consortium of States, \*National Ocan asterisk, are printed in the subject cupational Competency Testing Institute the document, as contrasted to its index. Women's opportunities for employment will be subject matter. The category name is directly related to their level of skill and experience followed by the category code. and also to the labor market demands through the remainder of the decade. The number of workers **ERIC Document Reproduction** Service (EDRS) Availability-"MF" needed for all major occupational categories is exmeans microfiche; "PC" means re-produced paper copy. When depected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupascribed as "Document Not Available tional group. Professional and technical workers are from EDRS," alternate sources are cited above. Prices are subject to expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), change; for latest price code schedule Informative Abstract. clerical workers (26 percent), sales workers (24 see section on "How to Order ERIC percent), craft workers and supervisors (20 percent), Documents," in the most recent issue of RIE managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are Abstractor's Initials. available to them. (SB)

#### **Document Resumes**

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA-ERIC Processing and Reference Facility	1	JC — Junior Colleges	119
CE-Adult, Career, and Vocational Education	1	PS-Elementary and Early Childhood Education	126
CG-Counseling and Personnel Services	22	RC-Rural Education and Small Schools	137
CS-Reading and Communication Skills		SE-Science, Mathematics, and	
EA-Educational Management	57	Environmental Education	146
EC-Handicapped and Gifted Children	70	SO-Social Studies/Social Science Education	
FL - Languages and Linguistics	80	SP—Teacher Education	163
HE-Higher Education	88	TM-Tests, Measurement, and Evaluation	170
IR -Information Resources	106	UD-Urban Education	178

AA 001 161 terources in Education (RIE), Volume 22, Num-ber 8, ED 279 782

ber 8.

Educational Resources Information Center (ED),
Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402. On annual subscription, \$56.00 (Domestic), \$70.00 (Foreign).
Pub Type—Reference Materials - Bibliographies
(131) — Collected Works - Serials (022)
EDRS Price - MP03 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education,
\*Educational Resources, \*Indexes, Resource Materials

terials

Identifiers—Resources in Education
Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, eschool administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly preceded by a microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

#### CE

ED 279 783 CE 045 045 The ECIA Chapter I Computer Lab.
Sumter Correctional Institution, Bushnell, FL.
Pub Date—[86] Note—46p. Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Programs, Basic Skills, "Computer Assisted Instruction, "Computer Managed Instruction, "Correctional Education, Courseware, "Language Arts, "Mathematics, Mathematics Instruction, Reading, Reading Instruction Identifiers—"Education Consolidation Improvement Act Chapter, 1

matics Instruction, Reading, Reading Instruction Identifiers—"Education Consolidation Improvement Act Chapter 1
This booklet provides information on and instructional materials from the Education Consolidation Improvement Act (ECIA) Chapter I Computer Lab at Sumter Correctional Institution in Florida. Section 1 is an introduction addressing the benefits of computer-assisted instruction, responsibility of inmate aides, and evaluation and selection of software. The next three sections focus on these three labs: Reading, Language Arts, and Mathematics. Section 2 on the Reading Laboratory presents an overview of the program, describes the software used for the various topics, lists software sources, and provides a sample student record, student report, and catalog page from the Easy-Reference Resource Catalog compiled for the lab. Section 3 on the Language Arts Laboratory contains an overview of the program and these sample pages: computer-assisted instruction (lists of software linked to minimum student performance standards) and inmate computer records. Titles and sources of software are also listed. Section 4 on the Mathematics Laboratory presents an overview of the program, lists objectives, provides assamles of student assigns of student assigns of student assigns and sections. Laboratory presents an overview of the program, lists objectives, provides samples of student assignment forms and class data forms, and lists software sources. (YLB)

ED 279 784 CE 045 035

Wolf, Mary Alice Backwards and Forwards: An Approach to Under-standing the Older Learner. Pub Date—23 Oct 86

Note—14p; Paper presented at the Annual Meet-ing of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).

23, 1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Development, \*Adult Education, \*Adult Learning, Adult Students, \*Age Differences, Cognitive Style, \*Individual
Characteristics, Intelligence, Motivation, \*Older
Adults, Postsecondary Education, Student Characteristics, Student Needs
At each age learning is a complex interaction of

acteristics, Student Needs
At each age learning is a complex interaction of
motivation, cognition, and development. In older
adults, motivation is often related to a lifelong personality construct or personal meaning that an older
individual will seek to play out when given the opportunity in late life. The needs of the older adult

learner can be discussed in terms of Maslow's hierarchy of needs, which include physiological, safety, love and belongingness, esteem, self-actualization, knowledge and understanding, and aesthetic needs. A review of the theories of various developmentalists suggests that because older adults often have the opportunity to play out the repressed sides of their personalities for the first time and need to relive past experiences, pass their legacy to future generations, and find meaning in their lives, they may be best equipped for reminiscent learning. Studies of intelligence have suggested that there are two areas of intelligence, crystallized and fluid. The indications are that older people continue to do well in, and perhaps even improve in, the former type, which involves verbal comprehension, syllogisms, and srithemtical reasoning. Thus, older adults may very well be best equipped to make sense of things than are the members of any other age group. (MN)

ED 279 785

CE 045 948

Kans, J., Ed. Toth, Janos, Ed.
On Adult Education and Public Information in
Hungary and the Netherlands. Papers of the
1984 Hungarian-Dutch Symposium on Adult
Education and Public Information.
National Centre for Culture, Budapest (Hungary).

(141)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors— Adult Education, Andragogy, Community Education, "Community Involvement, Cultural Education, Educational Planning, Foreign Countries, Government Publications, "Mass Media, "Political Issues
Identifiers— "Hungary, "Netherlands, Public Informations."

mation
Twelve papers are presented from the 1984 Hungarian-Dutch symposium on adult education and public information. Titles and authors include "The Situation of Mental Health in Hungary" (Katalin Fodor, Jozsef Gerevich); "Andragology in the Netherlands" (B. van Gent); "Needs in Local Planning for Adult Education: Experiences in the Netherlands" (Barry Hake); "The Contribution of Socio-Cultural Animation to an Innovative Society" (Laszlo Harangi); "Practices in Community Media" (Erik Kats, Folke Glastra); "On Government Information in the Netherlands" (J. Katus); "Cultural Enterprises, or New Ways of Popularizig Natural Science" (Vilmos Kiazel); "Contradictions of Socio-cultural Animation and Adult Education in Hungary" (Andor Maroti); "Adult Education and the Trade Unions" (Laszlo Maroti); "Influence of

Emotions on the Planning and Decision-Making Process of Declining Organisations" (L. A. Stallekker); "Elements of Renewal in Hungarian Public Education of the Past Ten Years" (Janos Toth); and "A Village Experiment in Hungary (Siomente Experiment)" (Casba Varga). Appendixes contain vitae of authors and a selected bibliography of Dutch and Hungarian comparative literature on adult education and public information. (YLB)

ED 279 786
Katas, J., Ed. Toth, Janos, Ed.
On Voluntary Organizations in Hungary and the Netherlands.
National Centre for Culture, Budapest (Hungary).
Report No.—ISBN-963-651-305-8

National Centre for Culture, Budapest (Hungary).
Report No.—ISBN-963-651-305-8
Pub Date—85
Note—244p.
Available from—National Centre for Culture, Budapest Corvin ter 8, H-1252 Hungary.
Pub Type—Collected Works—6 eneral (020)—
Reports—Research (143)—Reports—Descriptive (141)

(141)
EDRS Price - MP01/PC10 Plus Postage.
Descriptors—\*Adult Education, Case Studies,
"Cultural Education, Developed Nations, Foreign
Countries, Health Education, Labor Education,
Open Universities, "Self Help Programs, "Voluntary Agencies
Identifiers— "Hungary, "Netherlands, Public Infor-

Identifiers—"Hungary, "Neuterinium, mation
Twenty essays are provided from an educational scientific symposium organized within the frame of the Festival for Dutch Culture in Hungary. Titles and authors include "Environmental Movement and Environmental Information" J. C. Th. Alles); "Principal Educational and Self-Educational Problems of Independent Activity and Autonomy in Adult and Cultural Education" (Sandor Boros, Matyas Durko); "The Boundaries of Women's Land in Dutch Social Democracy: Some Development in the Political Education of Women in the Period 1933-1983" (Heili Both); "The Role of Voluntary Organizations in Health Education" (H. A. M. van der Drift-van Nies); "Adult Education at the Open University: A Form of Individual Self-Study and/or Voluntary Education" (G. van Enckevort); "Some Organizations in Fleatin Education 4. M. Van der Drift-van Nies), "Adult Education at the Open University: A Form of Individual Self-Study and for Voluntary Education" (G. van Enckevort); "Some Problems of the History and Cultural Policy of Voluntarism" (Katalin Fabry, Pal Soos); "A Survey of the Voluntary and Social Aspects of Hungarian Mental Health Activities" (Katalin Fodor, Piros Kovacs); "Government and Voluntary Organizations in the Netherlands: Two Hundred Years of Adult Education and Public Information (1784-1984)" (B. van Gent); "Grass-Roots Public Communication as a Mediating Practice" (F. Glastra, E. Kats); "Grass-Roots Public Communication 2: Rules and Ideologies in Film Practice" (F. Glastra, E. Kats); "Voluntary Organizations and Social Movements: "Voluntary Organizations and the Friends of Nature, 1924-1986" (Barry Hake); "Voluntary Associations at Miskolc" (Laszlo Harangi); "Putten and its Voluntary Organizations" (J. Katus); "Voluntary Associations and the State" (C. O. Krudde); "Local Financing" (Bwa Kuti, et al.); "The Historical Background of Voluntary Social Activity (and Maroti); "Inzet," an Intermediate Organization (Cataline, Local Financing" (Bwa Kuti, et al.); "The Historical Background of Voluntary Social Activity (and Maroti); "Inzet," an Intermediate Organization of the Unemployed" (W. Micke); "Toe Role of the State of Socio-Cultural Activity, 1930-1945: A Historical Outline" (Janos Toth); and "Village Experiment" (Ceaba Varga). (YLB)

ED 279 787 CE 046 047 E3J 279 787

CE 046 047

Cooperative Member Education Campaign. Instructions to Learning Group Leaders and Hand-Outs to Learning Group Participants.

Course One. Getting Started.

Ministry of Lands, Resettlement and Rural Development, Harare (Zimbabwe).

Pub Date—Nov 84

Note—1450

Pub Date—Nov 84
Note—145p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—"Adult Education, \*Collective Settlements, \*Cooperatives, \*Developing Nations, Foreign Countries, Groups, \*Participative Decision Making

Making
This booklet contains most of the materials needed by the learning group leaders and group par-

ticipants in Zimbabwe's Cooperative Member Education Campaign. The 10 meetings in this course focus on cooperatives. Detailed instructions for learning group leaders present specific suggestions for conducting the meetings, including what to say, questions to ask, and activities to conduct. Handouts for participants are provided as needed. Topics of the 10 meetings are the following: This Cooperative Member Education Campaign: What It Is About, The Meaning of Cooperative, Different Sorts of Cooperative, More about Different Sorts of Cooperative, Cooperative Activities, How to Choose the Best Activity, Cooperative Organization, Cooperative Benefits-Inputs and Transport, Cooperative Benefits-Iroputs and Marketing, and Ourselves. (YLB)

CE 046 191

ED 279 788

CE 046 191

Maskit, Dinn Hertz-Lazarowitz, Rachel

Adults in Cooperative Learning: Effects of Group

Size and Group Gender Composition on Group

Learning Behaviors (A Summary).

Pub Date—Apr 86

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, "Adult Students, Foreign Countries, "Group Structure, Postsecondary Education, "Group Structure, "Small Group Instruction, Teaching Methods Identifiers—Iarael

The study described in this report investigated the effects of two context variables on small-group learning—amely, group size and group gender composition—within an adult learning framework. In the effects of two context variables on small-group learning—amely, group size and group gender composition—within an adult learning framework. In the effects of two context variables on small-group learning—amely, group size and group gender composition—within an adult learning framework. In the effects of two context variables on small-group learning—ranely, group size and group gender composition—within an adult learning framework. In the effects of two context variables on small-group in the study, the "revolving circle" method was innovated. In this design, one group member is the center of the cooperative circle and all discussions are around his/her task completion. The method was implemented for a period of 2 months, 4 hours per week in seven different classrooms in Haifa, Israel, taught by four teachers in literature and language arts. Students in each class were randomly assigned to groups of different size (three, four, or five group members) and different gender composition (majority male or female). Two trained female observers watched each classroom for six full periods of 90 minutes each, and coded behavior for 5 minutes. memoers) and different gender composition (majority male or female). Two trained female observers
watched each classroom for aix full periods of 90
minutes each, and coded behavior for 5 minutes
using a checklist. Observed behaviors were grouped
in aix categories: listening and social interaction,
group maintenance, interactive summary, giving
and requesting information, cooperative learning
behaviors, and general learning behaviors. The
study found that most of the significant differences
cocurred in odd-number groups. Groups of three
members elicited more integrative summary and
general learning behaviors, while groups of five
members elicited more cooperative learning behaviors, listening, and social interaction. The study also
found that cooperative learning behavior was significantly higher in groups with either gender majority,
while giving information was highest in equal gender composition groups. The results of the study can
be used in further research on group learning behavior. (KC)

ior. (KC)

ED 279 789 CE 046 199
Principles and Techniques for Effective ABE Staff
Development.
National Adult Basic Education Staff Development
Consortium, Washington, DC.
Pub Date—Feb 87
Note—23p.; Supersedes ED 274 785.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—Adult Basic Education, "Adult Educators, "Classroom Techniques, "Inservice
Teacher Education, Postsecondary Education,
Program Development, Program Implementation, "Staff Development, Teaching Methods,
"Training Methods
The National Adult Basic Education (ABE) Development Consortium developed a set of staff development Consortium developed a set of staff development principles and techniques from staff training literature and surveyed professional ABE staff developers regarding their appropriateness. Of 65 surveys distributed at a Florida conference and mailed to other interested practitioners, 35 were returned (54 percent). Of the 70 principles identified, 17 were ranked at an average of 2.7 or above on a 0-3 scale of appropriateness. Highly ranked general principles stress the importance of a positive

climate for professional development, including both physical and psychological comfort. Participants are valued for their experience and professionalism, and activities relate to an individual's conceptual framework. Staff development activities are more likely to be successful, according to the rating scale, when the participants choose their involvement and when training is linked to an individual professional development plan. Evaluation is an integral component of ABE staff development and influences future planning and implementation of staff development activities also take into account participant needs; effectiveness also results when new practices are clearly and explicitly presented by credible staff developers. Of the 39 techniques identified, five were ranked 2.7 or above. Techniques ranked highly stressed time and practice and nonjudgmental feedback, reinforced the perception of adult educators as facilitators versus teachers, were closely related to curriculum development, and involved well-organized, competent ABE staff developers. A staff development assessment guide wilb be prepared using the findings of this study. (Lists, with study rankings, of 24 general principles of staff development, 29 principles for planning staff development, 29 principles for staff development tenhiques are provided. Also included are a chart of components of effective inservice training and a list of 19 references.) (KC)

LAS £19 790 CE 046 277

Jackson, Rose Emily Harris, Joan, Ed.

A Consideration of the Social and Economic Costs to Citizens of South Carolina for Adult Illiteracy.

South Carolina Literacy Association, Columbia.

Pub Date—83

Note.—92

Pub Date—83

Note—28p.

Available from—South Carolina Literacy Association, P.O. Box 2014, Columbia, SC 29202 (310.00; 10 or more-\$7.50).

Pub Type—Reports - General (140)

Pub Type—Reports - General (140)

Pub Type—Reports - General (140)

Pub Type—Adult Basic Education, \*Adult Literacy, Adult Programs, Cost Effectiveness, \*Costs, \*Disadvantaged, \*Educational Needs, Educational Policy, Functional Literacy, \*Illiteracy, Literacy Education, \*Public Policy Identifiers—\*South Carolina Illiteracy is a social and economic problem in

Identifiers—"South Carolina Illiteracy is a social and economic problem in South Carolina. In 1980, 445,202 persons in the state, 25 years of age or older, had less than an elementary school education. In relation to other states, South Carolina is ranked second according to the percentage of the adult population with less than high school completion. Statistics show that persons with low educational levels are much more likely to he involved in crime to receive multic assistance. with now educational nevers are much more facely to be involved in crime, to receive public assistance, to live in poverty, and to be unemployed. Illiteracy causes many problems for businesses. Expensive and sometimes dangerous mistakes are made by un-dereducated workers who cannot read directions or write clearly. The work force must be increasingly knowledgeable to respond to foreign competition. Illiteracy also has a negative effect on the state's economy. Tax revenue is lost because of lower per-sonal income, while criminal justice and welfare costs are high. Funding literacy programs appears an attractive alternative to funding welfare pro-grams. South Carolina is involved in an accountabil-ity movement to improve the process of education. Basic skills are tested in schools and can be reme-died. In addition, a campaign to identify illiterate be involved in crime, to receive public assistance, to Basic skills are tested in schools and can be reme-died. In addition, a campaign to identify illiterate adults and provide educational opportunities is un-derway. Literacy is worth far more than it costs to produce. It is indispensible to the economy, and it is invaluable to the illiterate person. (KC)

ED 279 791

ED 279 791 CE 046 289

Camp, William G.

Student Misbehavior and Job Satisfaction of Vocational Agriculture Teachers: A Path Analysis.

Pub Date—Apr 87

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Table 1 contains light, blurred type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Agricultural Education, "Behavior Problems, "Job Satisfaction, Predictor Variables, Secondary Education, "Student Behavior, Teacher Background, Teacher Characteristics, Teaching Experience, "Vocational Education

Teachers
Identifiers—Brayfield Rothe Index of Job Satisfaction, Student Misbehavior Survey
A study examined the relationship between student behavioral problems and job satisfaction among vocational agriculture teachers. Data were collected in accordance with a three-block, temporally ordered causal model. The first part of the survey instrument sought data pertaining to teacher and school background variables, the second part consisted of Camp and Bourn's Student Misbehavior Survey, and the third part was based on the Brayfield-Rothe Index of Job Satisfaction. The study population was defined as all teachers of vocational agriculture teaching in the United States during the 1981-1982 school year and listed in the "Agriculture Teachers Directory" (N=12,726). A final systematic sample with a random start was used to select a final sample of 605 teachers. The standardized coefficients leading to job satisfaction-student behavior and its square-both had substantial direct effects on job satisfaction-6-19 and 4-413 respectively). Thus, as the teacher's perceived level of student misbehavior increases, job satisfaction decreases. This decrease in job satisfaction occurs, however, at a decreasing rate. Although student misbehavior problems continue to lowered job satisfaction, the effect of misbehavior tends to become marginally less prosounced as misbehavior problems continue to increase. Also found to be significant were the relationships between job satisfaction and coefficients for years of teaching experience and community type. (MN)

ED 279 792 CE 046 365

Pas Air 7752

Rox. Michael

A Look at Illiteracy in America Today-The Problem, the Solutions, the Alternatives.

Push Literacy Action Now, Inc., Washington, DC.

Pub Date—1 Jul 86

Push Literacy Action Now, Inc., Washington, DC. Pub Date—I Jul 86
Note—31p.
Available from—PLAN, Inc., 1332 G Street, SE, Washington, DC 20003 (56.25).
Pub Type—Information Analyses (070)
EDBS Price —MF01 Piss Postage, PC Not Available from EDRS.
Descriptors—Adult Basic Education, \*Adult Literacy, \*Adult Programs, \*Illiteracy, \*Literacy Education, \*Program Design, Program Development Literacy should be viewed as a continuum of undereducation, stretching from those who cannot read and write at all at the low end to those who have less than a high school education at the high end. People at different points have different needs, which may differ greatly from those current literacy programs try to meet. The track record of existing iteracy programs is weak. Outcome data are often unavailable; existing data show the vast majority of educationally disadvantaged adults are not being reached by programs and the people in programs donot stay in them. Instead of generalized assistance in learning to read, people want specific strategies to deal with specific self-defined problems. They rely on helping networks within the community, not on reading tutors or school-based programs. A "literacy support program" offering a range of services and learner-oriented assistance is probably a more viable model than a reading programs stated by volunteers. Also important is a learner-oriented approach. Four recommendations that address the problem of illiteracy are the following: parent-child programs to halt intergenerational transmission of illiteracy, use of networks and helping services, making materials more readable, and organizing for a working literacy. (YLB)

CE 046 376 ED 279 793

Blumenthal, Kent J., Ed.

The Ultimate-To Serve II. A National Initiative on Interagency Cooperation.

National Joint Continuing Steering Committee on Community Education; National Recreation and Park Association, Arlington, Va.

Pub Date—80
Note—47p.
Pub Type—Reports - Descriptive (141) — Opinion

Note—47p.
Pub Type— Reports - Descriptive (141) — Opinion
Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, "Agency Cooperation, Case Studies, "Community Education, "Coordination, Guides, Models, Postsecondary
Education, "Program Development
This handbook is intended to help adult education, community and junior colleges, community
education, and park and recreation agencies develop effective interagency cooperative programs to

provide more and better services at all levels. It includes the national joint position statement of the National Joint Continuing Steering Committee (NJCSC) and descriptions of national associations. The Perspectives section contains articles on the NJCSC, community education, and interagency co-peration. The lead article, "NJCSC: The Past and the Future," portrays the history of the national joint committee. Six other papers give candid and thoughtful insights as to the committee's accomplishments, successes and failures, and the outlook for the future. A state information survey report gives an assessment of the current status of state-level interagency cooperation. The case studies section of the handbook is divided into three parts. The first part documents case studies identified by emphasis—the discipline of the principal facilitator of the respective local or state-level project. The second part relates to state-level project. The second part relates to state-level project. The second part relates to state-level project agencies involved in some aspect of a cooperative-coordinated action program. The third part includes a potpourri of exemplary models of cooperative projects, entitled "Briefs." Appendixes include a roster of NJCSC staff and representatives and a bibliography. (YLB)

ED 279 794

Sleezer, Catherine M. Swanson, Richard A.
Controlling the Instructional Development Process. Training Development and Research Center Project Number Fifteen.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Pub Data—The 26

Pub Date-Dec 86

Technical Education.
Pub Date—Dec 86
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—Adult Education, "Corporate Education, "Industrial Training, "Instructional Development, "Job Training, Trainers
Process control is a way of training managers in business and industry to plan, monitor, and communicate the instructional development process of training projects. Two simple and useful tools that managers use in controlling the process Control Planning Sheet is used by the training manager to plan the construction of courses. The Process Control Planning Sheet is used by the training managers to plan the construction of courses. The Process Control Record is a charting tool that is used in monitoring all training projects of a department. Process control is a method that training managers can use to increase the efficiency and effectiveness of the instructional development process. (Sample forms are included.) (Author/YLB)

ED 279 795 CE 046 4 Swanson, Richard A. Sleezer, Catherine M. Training Effectiveness Evaluation. Training Deve opment and Research Center Project Number Sixteen. CE 046 450

Sixtees.

Minnesota Univ., St. Paul. Dept. of Vocational and
Technical Education.

Pub Date—Jan 87

Note—26p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Corporate Education, "Svaluation Methods, "Industrial Training," Job Training, "Program Effectiveness, "Program
Evaluation.

\*Job Training. \*Program Effectiveness. \*Program Evaluation
The gap between evaluation theory and practice can be closed through a concrete system for effectively evaluating a training program to ensure that it contributes to an organization's success. The Training Effectiveness Evaluation (TEE) system can be applied to any training program in industry. It consists of three major elements: (1) an effectiveness evaluation plan, (2) tools for measuring training effectiveness, and (3) the evaluation report. The completed plan specifies the tools that will be used to assess whether the training has produced the desired results. The three categories of evaluation tools-satisfaction, learning, and performance-can be presented as three scores, one for each category. The completed report is a powerful tool for communicating the results of a training program. It provides the management decision maker with the necessary information for understanding the impact of a training program. Content includes the employee/organization performance need, the employee/organization performance goal, the approved solution with both training and nontraining component, narrative summarizing training effectiveness, an evaluation summary with visual presentation and/or comparison to performance

goal, and an improvement proposal. (Examples and samples are appended.) (YLB)

ED 279 796 CE 046 455

ED 279 796 CE 046 455 Walker, Susan S. VanWinkle, James Matomotive Body Reflatabler, Vocational Trade and Industrial Education, Oklahoma State Board of Vocational and Technical Education, Stillwater. Curricultum and Instructional Materials Center.

Date—86
p—233p.; For other manuals on automotive re-ir, see ED 265 419, ED 272 690, and CE 046

456.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1178: \$4.00 in state, \$10.00 out of state, Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

No. TI 1178: \$4.00 in state, \$10.00 out of state). Pub Typer Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Adult Education, "Auto Body Repairers, Behavioral Objectives, Clasaroom Techniques, "Course Content, "Job Skills, Learning Activities, Lesson Plans, "Motor Vehicles, Painting (Industrial Arts), Postacoondary Education, Repair, Secondary Education, State Curciculum Guides, Teaching Methods, Test Items, Trade and Industrial Education, Transparencies, Units of Study, Vocational Education United Study, Vocational Education Identifiers—Oklahoma

This volume provides an overview of the duties, procedures, concepts, tools, and equipment used in automotive body refinishing. It supplements the first volume of this series ("Introduction to Auto Body") and complements the other manuals that cover body repair and frame repair. Suitable for secondary, postsecondary, and adult classes, this guide seasily adaptable to open-entry, open-exit programs to allow students to progress at an individual pace. This curriculum guide contains six units with eight basic components for each unit: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets, (Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction. The following topics are covered in the six units: refinishing equipment; preparing surfaces for paint; masking; mixing and applying undercoats; mixing and applying topocats; and detailing. (KC)

ED 279 797 CE 046 456

Hilley, Rob

nutte, Kobert
Automotive Frame Repairer. Vocational Trade and
Industrial Education.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Phys. Dec. 26

tional Materials Center.
Pub Date—86
Note—263p; For other manuals on automotive repair, see ED 265 419, ED 272 690, and CE 046
455.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1177: \$4.00 in state, \$10.00 out of state).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Adult Education, \*Auto Body Re-

able from EDRS.
Descriptors—Adult Education, "Auto Body Repairers, Behavioral Objectives, Classroom Techniques, "Course Content, "Job Skills, Learning Activities, Lesson Plans, "Motor Vehicles, Post-secondary Education, Repair, Secondary Education, State Curriculum Guides, Teaching Methods, Test Items, Trade and Industrial Education, Transparencies, Units of Study, Vocational Education

Identifiers—Oklaho Identiners—Oklahoma

This curriculum guide is intended to continue students' training in the auto body trade by providing instruction in the specialty area of frame repair. It complements the other manuals that cover body repair and refinishing. Suitable for secondary, post-secondary, and adult classes, this guide is easily adaptable to open-entry, open-exit programs to all adaptable to open-entry, open-exit programs to all. adaptable to open-entry, open-exit programs to al-low students to progress at an individual pace. This

curriculum guide contains four units with eight basic components for each unit: performance objectives, suggested activities for the teacher, information aheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period of instruction. The following skills are covered in the four units: gauge and analyze frame damage, align frame, align suspension and steering components, and replace structural panels. (KC)

ED 279 798 CE 046 457

Spune, Margaret And Others
English II. Revised.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Data-2

Pub Date—83 Note—197p; For English I, see ED 228 476. Available from—Curriculum and Instructional Ma-terials Center, Oklahoms State Board of Voca-tional and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 1012-525.00).

tional and Technical Education, 1500 West
Seventh Avenue, Stillwater, OK 74074 (Order
No. 5P 1012-525.00).
Pub Type- Guides - Classroom - Teacher (052)
EDBS Price - MP05 Plus Postage, PC Not Available from EDRS.

Descriptors—Banking, \*Business English, Daily
Living Skills, \*Pisabilities, \*Educationally Disadvantaged, \*English for Special Purposes, Form
Classes (Languages), Individual Development,
Job Application, \*Language Skills, Library Skills,
Newspapers, Secondary Education, Telephone
Usage Instruction, \*Vocational Education, Writing Skills
This manual is intended to enable academically
disadvantaged and disabled youth to acquire basic
communications and English skills while also acquiring a salable vocational skill. The following topics are covered in the individual units: related vocational information (abbreviations); related vocational information (abbreviations); related vocational information (abbreviations); related vocational skills (job search, job application forms, and
job interviews); personal development (literature
and attitudes); writing skills (subject/verb agreement, complements, commas, paragraphs, and composition); parts of speech (adjectives and adverbs);
library skills; practical usage (usage, roots, and prefixes and suffixes); and life skills (writing a business
letter, addressing envelopes, using the telephone,
using a newspaper, and banking). The manual includes 8 sections and 22 instructional units. Each
unit contains performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests,
and answers to the tests and assignment sheets. Depending on the specific objectives of a given unit, it
may or may not include transparency masters, asand answers to the tests and assignment sheets. De-pending on the specific objectives of a given unit, it may or may not include transparency masters, as-signment sheets, and job sheets. (MN)

CE 046 458

Hendrix, Laborn J. And Others
Hendrix, Laborn J. And Others
Hessy Equipment Mechanic. Instructor Edition.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater.
Curriculum and Instructional Materials Center.

Pub Date—84 Note—2,089p. Available from-Note—2,089p.

Available from—Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 76-\$150.00).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF18 Plus Postage. PC Not Available.

EJJRS Price - MF18 Plus Postage, PC Not Available from EDRS.
Descriptors—"Auto Mechanics, Behavioral Objectives, "Engines, "Hydraulics, Learning Activities, Postsecondary Education, Safety, Teaching Guides, Tests, "Trade and Industrial Education, "Welding

Guidea, Tests, \*Trade and Industrial Education, 
\*Welding Identifiers—\*Heavy Equipment Mechanics, Suspension Systems (Automotive)
This manual is intended to assist heavy equipment 
instructors in teaching the latest concepts and functions of heavy equipment. It includes 7 sections and 
27 instructional units. Sections (and units) are: orientation (ahop safety and first aid, hand tools and 
miscellaneous tools, measuring, basic rigging and 
hoisting), engines (basic engine principles; engine 
evaluation, removal, and disassembly; cleaning, inspecting, and reconditioning gasoline and diesel en-

ines; engine reassembly and installation), engine coessories (lubrication systems, air-intake and ex-aust systems, fuel systems, cooling systems, elec-ical systems), hydraulics (hydraulic systems, brake trical systems), hydraulics (hydraulic systems, brake systems), auxiliary systems (power trains, tracks, deck machinery, booms and other accessories), suspension (steering systems, tires, suspension systems, bearings and seals), and cutting and welding (arc welding, oxyacetylene cutting, oxyacetylene braze welding). Bight basic components form a unit performance objectives (unit and specific objectives), suggested teacher activities, information sheets (content essential for meeting cognitive objectives written in topical outline form), assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. (YLB)

ED 279 800 CE 046 459

Dunn, James
Machine Shop Grinding Machines.

Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—83
Note—310p.; For related learning activity packets, see CE 046 460-462.

see CE 046 460-462.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 3104; \$4.00 in state, \$20.00 out of state). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPUI Plus Postage, PC Not Avan-able from EDRS.
Descriptors—Adult Education, Behavioral Objec-tives, Job Skills, Learning Activities, \*Machine Tool Operators, \*Machine Tools, Postaecondary Education, Secondary Education, State Curricu-lum Guides, \*Trade and Industrial Education,

Transparencies Identifiers—Oklahoma

Transparencies
Identifiers—Oklahoma
This curriculum manual is one in a series of machine shop curriculum manuals intended for use in full-time secondary and postsecondary classes, as well as part-time adult classes. The curriculum can also be adapted to open-entry, open-exit programs. Its purpose is to equip students with basic knowledge and skills that will enable them to enter the machine trade at the machine operator level. The curriculum guide includes three instructional units: introduction to grinding machines, surface grinding, and cylindrical grinding. Each unit consists of eight basic components: performance objectives (both unit and specific objectives), suggested activities for the teacher, information sheets (content essential for meeting the cognitive objectives, written in topical outline form and keyed to specific objectives), sasignment sheets, job sheets (a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill), transparency masters, tests, and answers to tests and assignment sheets. (YLB)

ED 279 801

Learning Activity Packets for Grinding Machines.

Unit 1-Grinding Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—[83]

Note—102p; For related teacher's guide and packets, see CE 046 459-462.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0312-\$6.00).

No. 11 0312-36.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS,
Descriptors—Adult Education, Job Skills, Learning
Activities, \*Machine Tool Operators, \*Machine
Tools, Postsecondary Education, Pretesta Posttesta, \*Safety, Secondary Education, \*Trade and
Industrial Education

tests, "Safety, Secondary Education, "Trade and Industrial Education Identifiers—Oklahonas This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the first unit of this curriculum guide. Its purpose is to aid the student in attaining a working knowledge of this area of training and in achieving a skilled or moderately skilled competency level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to identify types

of grinding machines, to name the basic parts of the surface and cylindrical grinder, and to state the safety rules for operating grinding machines. Five tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment a and answer keys for the pretest and assign sheets. (YLB)

ED 279 802 CE 046 461 CE 046 461
Learning Activity Packets for Grinding Mackines.
Unit II-Surface Grinding.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Phy Data—1521

Oklahoma State Board of Vocabonal and I ecanical Education, Stillwater. Carriculum and Instructional Materials Center.

Pub Date—[83]

Note—71p.; For related teacher's guide and packets, sec CB 046 459-462.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. Ti 0313-54.00).

Pub Type—Guides - Classroom - Learner (051)

Pub Type—Guides - Classroom - Learner (051)

Poscriptors—Adult Education, Job Skills, Learning Activities, \*Machine Tool Operators, \*Machine Tools, Postsecondary Education, Pretests Posttests, Secondary Education, \*Trade and Industrial Education

Identifiers—Oklahoma

This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the second unit of this curriculum guide. Its purpose is to aid the student in attaining aworking knowledge of this area of training and in achieving a skilled or moderately skilled comperacy level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to set up and operate a surface grinder, select proper composition and shape of grinding wheels, dress grinding wheels, perform flat and angular grinding operations, and be able to use various work-holding and mounting devices. Ten tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment sheets. (YLB)

arraing Activity Packets for Grinding Machines.
Unit III-Cylindrical Grinding.
Nichoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
ub Date—[83]

tional Materials Center.
Pub Date—[83]
Note—71p.; For related teacher's guide and packets, see CE 046 459-461.
Available froom—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0314-84.00).
Pub Type—Guides—Classroom—Learner (051)
EDRS Price—MP01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MPUI Files Fostage, FC Not Available from EDRS.
Descriptors—Adult Education, Job Skills, Learning Activities, "Machine Tool Operators, "Machine Tools, Postsecondary Education, Pretests Posttests, Secondary Education, "Trade and Industrial Education

Identifiers—Oklahoma

Identifiers—Oklahoma

This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the third unit of this curriculum guide. Its purpose is to aid the student in attaining and working knowledge of this area of training and in achieving a skilled or moderately skilled competency level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to set up and operate the cylindrical grinder; mount, balance, and dress a grinding wheel; grind work between centers; and regulate wheel speed, work sp. d, and rate of table travel. Seven tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment sheets, and answer keys for the pretest and assignment sheets. (YLB)

Learning Activity Packets for Milling Machines.
Unit I-Introduction to Milling Machines.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instruc-

tional Materials Center.

Pub Date—82

Note—121p.; For related teacher's guide and packets, see ED 236 346 and CE 046 464-465.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0309-58.00; slides and audiotapes-940.00).

Pub Type—Guides - Classroom I.

\$40,00).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Competency Based Education, "Equipment Maintenance, "Equipment Utilization, Learning Activities, "Machine Tool Operators, "Machine Tools, "Metal Working, Safety, Secondary Education, Sheet Metal Work, "Trade and Industrial Education.

Sheet Metal Work, "Trade and Industrial Education
This learning activity packet (LAP) outlines the
study activities and performance tasks covered in a
related curriculum guide on milling machines. The
course of study in this LAP is intended to help
students learn to identify parts and attachments of
vertical and horizontal milling machines, identify
work-holding devices, state safety rules, and perform general maintenance. The tasks presented in
the LAP are designed to help students gain a moderstely skilled or skilled competency level with respect to cleaning and lubricating horizontal and
vertical mills. Included in the LAP are unit and
specific objectives, a pretest, information and assignment sheets, cross-references to the curriculum
guide, job abeets, and answers to the pretest and the
assignment sheets. Page numbers in the LAP are
coordinated with those in the curriculum guide.
(MN)

ED 279 805

car Lify 600

CE 046 464

earsing Activity Packets for Milling Machines.
Unit II-Horizontal Milling Machines.
Nilahoms State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

ub Date-82

Pub Date—82
Note—28p.; For related teacher's guide and packets, see ED 236 346 and CE 046 463-465.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0310-\$2.00; slides and audiotapes-\$330.00).

\$330.00). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Competency Based Education, "Equipment Maintenance, "Equipment Utilization, Learning Activities, "Machine Tool Operators, "Machine Tools, "Metal Working, Safety, Secondary Education, Sheet Metal Work, "Trade and Industrial Education,

non
This learning activity packet (LAP) outlines the study activities and performance tasks covered in a related curriculum guide on milling machines. The course of study in this LAP is intended to help reasted curriculum guide on mining machines. The course of study in this LAP is intended to help students learn to set up and operate a horizontal mill. Tasks addressed in the LAP include mounting style "A" or "B" arbors and adjusting arbor support bushings, using machine controls properly, mounting a cutter to an arbor, mounting and aligning a swivel-base vies, aligning work mounted to a table, aligning angle plates at right angles to columns, mill aquaring a workpiece mounted in a vies, performing face milling operations using a style "C" arbor, milling a keyway with a staggered-tooth mill cutter, and milling an angle with a single-angle mill cutter, and milling an angle with a single-angle mill cutter, and milling to blueprint specifications using machine controls Included in the LAP are unit and specific objectives, a pretest, information and assignment sheets, cross-references to the curriculum guide, job sheets, and answers to the pretest and the assignment sheets. Page numbers in the LAP are coordinated with those in the curriculum guide. (MN)

car airy 6406

carning Activity Packets for Milling Machines.
Unit III-Vertical Milling Machines.
Nklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

ub Date—82 ote—26p.; For related teacher's guide and pack-

ets, see ED 236 346 and CE 046 463-464. Available from—Curriculum and Instructional Ma-terials Center, Oklahoma State Board of Voca-tional and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0311-52.00; slides and audiotapes-\$350.00).

\$350.00). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage, PC Not Available from EDRS. Descriptors—Behavioral Objectives, Competency Based Education, "Equipment Maintenance, "Equipment Utilization, Learning Activities, "Machine Tool Operators, "Machine Tools, "Metal Working, Safety, Secondary Education, Sheet Metal Work, "Trade and Industrial Education, Sheet Metal Work, "Trade and Industrial Education,

Sheet Metal Work, "Trade and Industrial Education
This learning activity packet (LAP) outlines the
study activities and performance tasks covered in a
related curriculum guide on milling machines. The
course of study in this LAP is intended to help
students learn to set up and operate a vertical mill.
Tasks addressed in the LAP include mounting and
removing cutters and cutter holders for vertical
spindle machines, using machine controls properly;
mounting and aligning a vise; aligning a head square
to a table; performing side and end milling operations; milling a key seat with a keyseat cutter and a
key slot with an end mill; milling a rectangular
pocket; performing precision locating, drilling, and
reaming of holes; aligning a bore concentric to the
spindle; performing a boring operation; and performing drilling and milling operations using a dividing head. Included in the LAP are unit and
specific objectives, a pretest, information and assignment aheets, cross-references to the curriculum
guide, job sheets, and answers to the pretest and the
assignment sheets. Page numbers in the LAP are
coordinated with those in the curriculum guide.

(MN)

Auto Mechanics I. Learning Activity Packets (LAPs). Section A-Orientation and Safety. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

tional Materials Center.

Pub Date—82

Note—180p.; For related documents, see ED 156

918 and CE 046 469-472.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0010-\$12.00; slides and audiotapes—556.00) No. TI \$56.00).

\$56.00).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Auto Mechanics, "Hand Tools, "Job Skills, Learning Activities, Mechanics (Process), "Occupational Safety and Health, Postsecondary Education, Sceondary Education, Skill Development, State Curriculum Guides, Vocational Education, "Welding Identifiers—Oklahoma
This document contains seven learning activity.

Identifiers—Oklahoma

This document contains seven learning activity packets (LAPs) that outline the study activities for the orientation and safety instructional area for an Auto Mechanics I course. The seven LAPs cover the following topics: orientation, safety, hand tools, are welding, oxyacetylene cutting, oxyacetylene fusion welding, and oxyacetylene cutting, oxyacetylene fusion welding, and oxyacetylene fusion welding, and oxyacetylene fusion welding, and oxyacetylene fusion with the LAP; learning steps (checklist); pretest; and various assignment aheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 808

Auto Mechanics I. Learning Activity Packets (I.APs). Section B-Measuring.

Oklahoms State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—82
Note—82
Note—58p.; For related documents, see ED 156
918 and CE 046 468-472.

918 and CE 046 468-472.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0011-\$5.00; slides and audiotapes-

Pub Type- Guides - Classroom - Learner (051)

Document Resumes 5

EDBS Price - MF01 Plus Poetage, PC Not Avaliable from EDRS.

Descriptors—"Auto Mechanica, "Instrumentation, "Job Stills, Learning Activities, "Measurement Techniques, Mechanics (Process), Motor Vehicles, Postsecondary Education, Secondary Education, Skill Development, State Curriculum Guides, Vocational Education
Identifiers—"Micrometers, Okiahoma
This document contains three learning activity packets (LAPs) that outline the study activities for the instructional area of measuring for an Auto Mechanics I course. The three LAPs cover the following topics: rules, the outside micrometer, and the inside micrometer. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP, learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

Auto Mechanics I. Learning Activity Packets (LAPs). Section C-Engine. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—82

tional Materials Center.
Pub Date—32
Note—140p.; For related documents, see ED 156
918 and CE 046 468-472.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0012-58.00; slides and audiotapes—3296.00).

\$296.00).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Auto Mechanics, "Engines, Industrial Arts, "Job Skills, Learning Activities, "Mechanics (Process), "Motor Vehicles, Postsecondary Education, Secondary Education, "Skill Development, State Curriculum Guides, Vocational Education Identifiers—Oklahoma

This document contains five learning activity

Identifiers—Oklahoma

This document contains five learning activity packets (LAPs) that outline the study activities for the "engine" instructional area for an Auto Mechanics I course. The five LAPs cover the following topics: basic engine principles, cooling system, engine lubrication system, exhauts system, and the system. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC) I course. (KC)

ED 279 810

CE 046 471
Luto Mechanics L Learning Activity Packets
(LAPa), Section D-Suspension.
Vishoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

ub Date—82 Pub Date-82

Pub Date—82
Note—112p.; For related documents, see ED 156
918 and CE 046 468-472.
Available from—Curriculum and Instructional Materials Center, Okiahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0013-\$6.00; slides and audiotapes-

\$360.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Auto Mechanics, Industrial Arts,
"Job Skills, Learning Activities, "Mechanics (Process)." Motor Vehicles, Postsecondary Education, Secondary Education, Secondary Education, Secundary Education, State Curriculum Guides, Vocational Education Identifiers—Oklahoma, "Suspension Systems (Automotival)

tomotive) This docu tomotive)
This document contains six learning activity packets (LAPs) that outline the study activities for the "suspension" instructional area for an Auto Mechanics I course. The six LAPs cover the following topics: wheel bearings, tires and wheels, wheel baarings, suspension system, steering system, and wheel alignment. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

Auto Mechanics I. Learning Activity Packets (IAPa). Section E-Brakes. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—82

tional Materials Center.
Pub Date—82
Note—66p.; For related documents, see ED 156
918 and CE 046 468-471.
Available from—Curriculum and Instructional Materials Center, Oklahoms State Board of Vocational and Technical Education, 1500 West
Seventh Avenue, Stillwater, OK 74074 (Order
No. TI 0014-35.00; slides and audiotapes—330.000

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF91 Plus Postage, PC Not Available from EDRS.

Descriptors—"Auto Mechanics, Industrial Arts,

"Job Skills, Learning Activities, "Mechanics (Process), "Motor Vehicles, Postsecondary Education, Secondary Education, "Skill Development, State Curriculum Guides, Technical Education, Vocational Education

Identifiers—"Brakes (Automotive), Oklahoma
This document contains two learning activity packets (LAPs) that outline the study activities for the "brakes" instructional area for an Auto Mechanics I course. The two LAPs cover the following topics: brake systems and power disc brakes. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various pose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curricu-lum guide for the Auto Mechanics I course. (KC)

Learning Activity Packets for Auto Mechanics II.
Section A-Engine Rebuilding.
Oklahoms State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—[82]

tional Materials Center.
Pub Date—[82]
Note—208p.; For related documents, see ED 156
919 and CE 046 474-476.
Available froom—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West
Seventh Avenue, Stillwater, OK 74074 (Order
No. TI 0115-\$20.00; slides and audiotapes—
\$\text{S14.00}\$ 5814.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - Navi Fus Postage, Fo. 100 Arable from EDRS.
Descriptors.—\*Auto Mechanics, Behavioral Objectives, \*Engines, Instructional Materials, \*Job Skills, Learning Activities, Learning Modules, Pretests Posttests, Secondary Education, \*Trade and Industrial Education

\*\*Idah temperaturing mediate (I APa) are pro-

Pretests rostests, Secondary Education, "Trace and Industrial Education
Eight learning activity packets (LAPs) are provided for the instructional area of engine rebuilding in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these eight units: (1) engine condition evaluation; (2) engine removal; (3) engine disassembly; (4) valve train and cylinder head reconditioning; (5) engine crankshaft, bearings, and oil pump; (6) cylinder and piston reconditioning; (7) engine reassembly; and (8) engine installation. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers), and assignment sheets (with answers). (YLB)

Las L19 813 CE 046 474
Learning Activity Packets for Auto Mechanics II.
Section B-Electrical Systems.
Oklahoms State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—[82]

Pub Date—[82] Note—193p.; For related documents, see ED 156 919 and CE 046 473-476.

919 and CE 046 473-476. Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0116-\$18.00; slides and audiotapes-

Pub Type Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postags. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Auto Mechanics, Behavioral Objectives, "Electrical Systems, Instructional Materials, "Job Skills, Learning Activities, Learning Modules, "Motor Vehicles, Pretests Posties, Secondary Education, "Trade and Industrial Education."

cation
Six learning activity packets (LAPs) are provided for the instructional area of electrical systems in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these six units: (1) basic electrical theory, (2) battery service, (3) starting system, (4) ignition system, (5) charging system, and (6) chassis wiring. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers). (YLB)

Leaving Activity Packets for Auto Mechanics II.
Section C-Drive Train.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—1821

tional Materials Center.
Pub Date—[82]
Note—130p.: For related documents, see ED 156
919 and CE 046 473-476.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0117-\$10.00; slides and audiotapes\$336.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Portage. PC Not Available from EDRS.
Descriptors—<sup>8</sup>Auto Mechanics, Behavioral Objec-

able from EDRS.
Descriptors.—"Auto Mechanics, Behavioral Objectives, Instructional Materials, "Job Skills, Learning Activities, Learning Modules, "Motor Vehicles, Pretests Posttests, Secondary Education, "Trade and Industrial Education Identifiers.—"Drive Trains (Automative)

Five learning activity packets (LAPs) are pro-vided for the instructional area of drive train in the vided for the instructional area of drive train in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these five units: (1) clutch assembly, (2) standard transmission, (3) drive lines, (4) rear azle, and (5) automatic transmission service. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), (YLB)

CE 046 476

EAJ & TS 813 CE 046 476 Learning Activity Packets for Auto Mechanics II. Section D-Accessories. Oklahoma State Board of Vocational and Technical Education, Stillwater, Curriculum and Instruc-tional Materials Center.

Pub Date—[82] Note—54p.; For related documents, see ED 156 919 and CE 046 473-475. 919 and CE 046 473-475.
Available from — Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0118-\$5.00; alides and audiotapes-\$170.00

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Air Conditioning, \*Auto Mechanics, Behavioral Objectives, \*Heating, Instructional Materials, \*Job Skills, Learning Activities, Learning Modules, \*Motor Vehicles, Pretails Posttests, Secondary Education, \*Trade and Instructional Education.\* dustrial Education

dustrial Education Two learning activity packets (LAPs) are provided for the instructional area of accessories in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these two units: air conditioning and heaters. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets

(with answers), (YLB)

Machine Shop I. Learning Activity Packets (I.A.Pu). Section A.-Orientation. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—84

ub Date—84
[lote—46p.; For related documents, see ED 212
879 and CE 046 478-480.
vailable from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0101-\$4.00; slides and audiotapes-No. TI \$32.00).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Industrial Arts, \*Job Skills, Learning Activities, \*Machine Tool Operators, \*Machine Tools, \*Occupational Safety and Health, Post-secondary Education, Secondary Education, Skill Development, State Curriculum Guides, Voca-tional Edu-ation tional Education Identifiers—Oklahoma

Identifiers—Oklahoma

This document contains two learning activity packets (LAPs) for the "orientation and safety" instructional area of a Machine Shop I course. The two LAPs cover the following topics: orientation and general shop safety. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various sasignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 817 CE 046 478 fachine Shop I. Learning Activity Packet (LAPs). Section B-Basic and Related Technol

ogy, Okiahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center. Pub Date 84

Pub Date—84
Note—249p.; For related documents, see ED 212
879 and CE 046 477-480.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West
Seventh Avenue, Stillwater, OK 74074 (Order
No. TI 0102-\$22.00; slides and audiotapes-

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avalable from EDRS.

Descriptors—Blueprints, Industrial Arts, \*Instrumentation, \*Job Skills, Learning Activities, \*Machine Tool Operators, \*Machine Tool Operators, \*Machine Tool Operators, \*Machine Tool Operators, \*Massurement Techniques, Postsecondary Education, Secondary Education, Skill Development, State Curriculum Ouides, Vocational Education
Identifiers—Oklahoma
This document contains eight learning activity packets (LAPs) for the "basic and related technology" instructional area of a Machine Shop I course. The eight LAPs cover the following topics: basic mathematics, blueprints, rules, micrometer measuring tools, Vernier measuring tools, dial indicators, gaging and inspection tools, and materials and culturing fluids. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 818 CE 046 479 Machine Shop I. Learning Activity Packets (LAPs), Section C-Hand and Bench Work.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—54
Note—94p.; For related documents, see ED 212
879 and CE 046 477-480.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0103-\$6.00; slides and audiotapes—

\$136.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postags. PC Not Avaliable from EDRS.

Descriptors—"Hand Tools, Industrial Arts, "Job Skills, Learning Activities, "Machine Tool Operators, "Machine Tools, Postsecondary Education, Secondary Education, Secondary Education, Scill Development, State Curriculum Guides, Vocational Education, Secondary Education, Scill Development, State Curriculum Guides, Vocational Education, Secondary Education, Scill Development, State Curriculum Guides, Vocational Education (Bentifers—Oklahoma, "Power Tools

This document contains two learning activity packets (LAPs) for the "hand and bench work" instructional area of a Machine Shop I course. The two LAPs cover the following topics: hand and bench work and pedestal grinder. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 819 CE 046 480 fachine Shop I. Learning Activity Packets (LAPs). Section D-Power Saws and Drilling

Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—84

Note—108p.; For related documents, see ED 212
879 and CE 046 477-479.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0104-\$8.00; slides and audiotapes-\$112.00). \$112.00).

\$112.00).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Poetage. PC Net Available from EDRS.

Descriptors—Industrial Arts, \*Job Skills, Learning Activities, \*Machine Tool Operators, \*Machine Tools, Postsecondary Education, eSkill Development, State Curriculum Guides, Vocational Education

Identifiers—\*Drilling Tools, Oklahoma, \*Power Tools

Tools

Tools
The document contains two learning activity packets (LAPs) for the "power saws and drilling machines" instructional area of a Machine Shop I course. The two LAPs cover the following topics: power saws and drill press. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 820 CE 046 481

ED 279 820 CE 046 481 Hendrix, Lubora J. Industrial Mechanical Maintenance. Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center. Pub Date—85 Note—423p.; Some pages are printed on colored pager.

paper. Available from

paper.

Available from — Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 80-\$30.00).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Beacriptors—Behavioral Objectives, Classroom Techniques, Equipment, "Equipment Maintenance, "Industrial Arts, Lesson Plsns, "Machine Repairers, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Technical Education, Trade and Industrial Education, Transparencies, Units of Study, Vocational Education Identifiers—"Oklahoma This manual was developed to assist teachers in

Identifiers—"Oklahoma

This manual was developed to assist teachers in Oklahoma in preparing students for industrial mechanical maintenance. The materials in this teacher's guide are organized in 14 units of instruction covering the following four areas: receiving and serting equipment; equipment hookup and operation; equipment layout, anchoring, and setup; and maintenance. Each unit follows a standardized format that includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets,

transparency masters, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes. Unlist of instruction are designed for use in more than one lesson or class period. (KC)

outcomes. Units of instruction are designed for use in more than one lesson or class period. (KC)

ED 279 821

CE 046 482

Hendrix, Laborn J.

Commercial Carpentry. Instructors Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater.

Curriculum and Instructional Materials Center.

Pub Date—86

Note—1,415p.

Available from—Associated General Contractors of America, 1957 B Street, NW, Washington, DC 20006 (Order No. 44-360.00).

Pub Type—Guides - Classroom - Teacher (052)

EDBS Price - MF11 Plus Postage, PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, "Building Trades, "Carpentry, Classroom Techniques, "Construction (Process), Finishing, Industrial Arts, Learning Activities, Lesson Plans, Postaecondary Education, Scoates, Postaecondary Education, State Curriculum Guides, Teaching Methods, Test Items, Transparencies, Welding Identifiers—"Oklahoma

This teaching guide is intended to combine practical experience in the construction industry with the teaching methods of vocational education for instruction in carpentry. Instructional material in this manual is written in terms of student performance, using measurable behavioral objectives. This guide contains 4 sections organized in 24 instructions units. Following a standardized format established in Oklahoma in 1970, the guide includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, not all of these elements may be included in each of the units.) The following topics are included in this ocurse: forming, framing, finishing, and miscellaneous tasks (rigging, welding)

neous tasks (rigging, welding). (KC)

ED 279 822

CE 046 483

Moore, John, Jr. And Others

Aviation Maintenance Technology. General. Curriculum Implementation Guide.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center; Tulsa County Schools, Okla.

Pub Date—85

Note—75p.; For related documents, see CE 046
484-488.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (In state-\$5.00). Out of state-\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avallable from EDRS.

Descriptors—'Aviation Mechanica, "Aviation Technology, Course Content, "Course Organization, "Educational Resources, Equipment, Hand Tools, Instrumentation, Job Skills, 'Learning Activities, Maintenance, Postsecondary Education, Student Needs, Vocational Education Identifiers—Oklahoma, Power Tools

This curriculum implementation guide is a scope and sequence for the general section of a course in aviation maintenance technology. The course materials were prepared through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. This implementation guide includes the following components: course hours, list of course projects, resource materials needed for each course, and a suggested tools and equipment list for the implementation of each course. A federal publication, "Federal Aviation Regulations, Part 147, Aviation Maintenance Technician Schools," is also included in this guide. (KC)

ED 279 823

Aviation Maintenance Technology. General. G101

Aviation Mathematics and Physics. Instructor
Material.

Oklahoma State Board of Vocational and Technic CE 046 484

Material.

Kiahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla

Pub Date

nonal Materias Center.; Tuisa County Schools, Okla.

Pub Date—85
Note—140p.; For related documents, see CE 046
483-488.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1200: in state-\$7.00, out of state-\$18.00). Pub Type—Guides - Classroom - Teacher (052)
EDRS Prices - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Aviation Mechanics, Aviation Technology, Classroom Techniques, Job Sxills, Learning Activities, Learning Modules, \*Mathematical Applications, \*Occupational Safety and Health, Physics, Postsecondary Education, Skill Development, Teaching Methods, Transparencies, Units of Study, Vocational Education
Identifiers—Oklahoms

These instructor materials for an aviation maintenance technology course contain three instructional modules covering safety, aviation mathematics, and aviation physics. Each module implementation guide, technical information supplements, transparency masters, workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 824

ED 279 824
Aviation Maintenance Technology, General, G102
Fundamentals of Aircraft Maintenance. Instructor Material.
Okiahoma State Board of Vocational and Technical
Education, Stillwater. Carriculum and Instructional Materials Center.; Tulsa County Schools,

tional Materials Cemer.; Tunn County of Color Okla.

Pub Date—85
Note—530p.; For related documents, see CE 046
483-488.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. II 1201: in state-\$22.00, out of state-\$23.00.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF02 Plus Postage. PC Not Avail-

EDRS Price - MF92 Plus Postage. PC Not Avaliable from EDRS.
Descriptors—"Aviation Mechanics, "Aviation Technology, Blueprints, Classroom Techniques" Drafting, Job Skills, Learning Activities, Learning Modules, "Maintenance, Postsecondary Education, Skill Development, "Structural Element (Construction), Teaching Methods, Test Item Transparencies, Units of Study, Vocational Education."

Transparencies, Units of Study, Vocational Education
Identifiers—Oklahoma
These instructor materials for an aviation maintemance technology course contain four instructional
modules. The modules cover the following topics:
identifying basic components of sitcraft, performing
aircraft cleaning and corrosion control, interpreting
blueprints and drawing sketches, identifying structural materials, and performing basic material proceases. Each module contains some or all of these
nine basic components—a module instructor's module implementation guide, technical information
supplements, workbook supplements, project
guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of
sirframe and powerplant mechanics, general aviation industry representatives, and vocational
educators in Oklahoma to provide a comprehensive
program in aviation maintenance technology. (KC)

ED 279 825

Aviation Maintenance Technology, General, G103
Fundamentals of Regulations, Publications, and
Records. Instructor Material.
Okiahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools,
Okia.
Pub Date 25

lote-202p.; For related documents, see CE 046

483-488.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1202: in state-\$9.00, out of state-\$23.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MPUI Plus Postage. PC Not available from EDRS.
Descriptors—'Aviation Mechanics, 'Aviation Technology, Classroom Techniques, Federal Regulation, 'Job Skills, Learning Activities, Learning Modules, Postsecondary Education, 'Publications, 'Mecordkeeping, Skill Development, Teaching Methods, Test Items, Transparencies, Units of Study, Vocational Education
Identifiers—Oklahoma
These instruction materials for an aviation maintenance technology course contain three instructional modules. The modules cover the following topics: selecting and using regulations, publications, and records; documenting aircraft records; and exercising mechanic's privileges and limitations. Each module contains some or all of these nine basic components—a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 826 CE 046 487

ED 279 826
Aviation Maintenance Technology, General. G104
Technical Mechanics. Instructor Material.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools,

Pub Date-85 Note-571p.;

ote—571p.; For related documents, see CE 046 483-488.

493-488.

vailable from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1203: in state-\$22.00, out of state-\$5.00).

\$53.00).

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors— "Aviation Mechanics, "Aviation Technology, Classroom Techniques, "Equipment, Hand Tools, Instrumentation, "Job Skills, Learning Activities, Learning Modules, Measurement Equipment, Postsecondary Education, Skill Development, Teaching Methods, Test Items, Transparencies, Units of Study, Vocational Education Identifiers—Oklahoms. Proceedings of the Postsecondary Postsecondary Postsecondary Education Identifiers—Oklahoms.

Items, Transparencies, Units of Study, Vocational Education
Identifiers—Oklahoma, Power Tools
These instructor materials for an aviation maintenance technology course contain five instructional modules. The modules cover the following topics: performing aircraft ground handling and servicing, using hand and power tools and precision measuring instruments, identifying and selecting aircraft hardware, fabricating and installing rigid and flexible fluid lines and fittings, and computing and recording aircraft weight and balance. Each module contains some or all of these nine basic components—a module introduction and objective, performance objectives, instructor's module implementation guide, chenical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Pederal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

CE 046 488 ED 279 827 Maintenance Technology. General, G105

n Electricity and Electronics. Instructor

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center.; Tulsa County Schools, Okla.
Pub DateNote-41

Tote 416p.; For related documents, see CE 046 483-487.

483-487.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1204: in state-\$22.00, out of state-No. TI \$55.00).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors— Aviation Mechanics, "Aviation Technology, Classroom Techniques, "Electricity, "Electronics, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Skill Development, Teaching Methods, Test Items, Transparencies, Units of Study, Vocational Education

Identifiers—Oklahoma
These instructor materials for an aviation mainte-These instructor materials for an aviation maintenance technology course contain five instructional modules. The modules cover the following topics: determining the relationship of voltage, current, resistance, and power in electrical circuits; computing and measuring capacitance and inductance; measuring voltage, current, resistance, and continuity; reading and interpreting electrical circuit diagrams; and inspecting and servicing aircraft batteries. Each module contains some or all of these nine basic components—a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

CE 046 489

Sharpton, James L. Food Preparation Principles for Home and Com-munity Services. Student Material. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center.

-84

Note—618p. Available from vailable from—Curriculum and Instructional Ma-terials Center, Oklahoma State Board of Voca-tional and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP. 2014) No. SP 3014).

Pub Type— Guides - Ciassroom - Learner (051) EDRS Price - MF03 Plus Postage. PC Not Avail-

able from EDRS.

EDRS Price - MPO3 Plus Postage. PC Not Available from EDRS.
Descriptors—Competency Based Education,
"Cooking Instruction, "Dining Facilities, Food,
"Food Service, "Foods Instruction, "Home Economics, Hospitality Occupations, Secondary Education, Waiters and Waitresses
These student learning materials deal with food preparation. The following topics are covered in the individual units: types of food service jobs and their educational requirements; safety and fire prevention; sanitation; use and care of hand tools and utensils; care and use of equipment; counter service; sakering; fry stations; dining room procedures; sidework; table settings; procedures for using a recipe; salads, fruits, and salad dressings; sandwiches, hors d'ocuvres, and garnishes; quick breads and yeast products; desserts; and breakfast cookery. A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

ED 279 829 CE 046 490 Barker, Ellen M. Principles of Con Diets. les of Combining Two or More Therapeutic

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center.

Pub Date—85
Note—65p.; For related documents, see CE 046
491-492 and CE 046 494.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD 1111).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Adult Education, Course Descriptions, "Dietetics, "Dietitians, Food, "Food Service, Geristrics, Inservice Education, Learning Activities, Nursing Homes, Nurtition, "Occupational Home Economics, Older Adults, Personal Care Homes, Residential Care, Staff Development, Units of Study, "Workshops Identifiers—"Diet Therapy
This workshop unit is intended to enable workshop participants to understand the principles of combining two or more therapeutic diets and to write diet combinations. It is a revised workshop containing the "Liberalized Geriatric Diet Policies for Long-Term Care Facilities." Contents include unit and specific objectives, suggested workshop leader activities, transparency masters, information sheets (an outline of content), class assignment sheets, answers to class assignment sheets, and unit test with answer key. (YLB) sheets, answers to class assignmentest with answer key. (YLB)

ED 279 830 CE 046 491

Kimmel, Georgia
New Approaches to Planning Diabetic Diets
Workshop.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-85

Note—76p.; For related documents, see CE 046
490-492 and CE 046 494.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.
Descriptors—Adult Education, Course Descriptions, "Diabetes, "Dietetics, "Dietitians, Food, "Food Service, Inservice Education, Learning Activities, Nutrition, "Occupational Home Economics, Staff Development, Transparencies, "Workshops Identifiers—"Diet Therapy Instructional materials are provided for a workshop to enable narticipants to educate nationals and

Instructional materials are provided for a workshop to enable participants to educate patients and food service staff regarding diabetic diets, incorporating current therapeutic recommendations and allowing variation and flexibility. Representative topics are facts about diabetes mellitus, high risk groups, symptoms, treatment and goals of diet therapy, types of diabetic diets, medications used in its treatment, the food exchange system, sugar substitutes, nutrition label and nutrition label exchanges, and converting a recipe to exchanges. An instructor's guide lists workshop activities and a workshop outline with suggestions for instructor activities. Other contents include information sheets for participants, transparency masters, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

ED 279 831 CE 046 492 Walker, Susan S. Barker, Ellen M. Identifying Protein-Calorie Malnutrition Work-

shop.

Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—5/ Note—57p; For related documents, see CE 046 490-491 and CE 046 494. Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors.—Adult Education, Course Descriptions, \*Dietetics, \*Dietitians, Food, \*Food Service, Inservice Education, Learning Activities, \*Nutrition, \*Occupational Home Economics, Staff Development, Transparencies, \*Workshops Identifiers.—\*Diet Therapy
Instructional materials are provided for a workshop to enable participants to assist in identifying patients at risk with protein-calorie mainutrition and in correcting this nutritional deficiency. Representative topics are nutrients; protein, mineral, and viamin sources, functions, and deficiency symptoms; malnutrition; nutritional deficiency diseases; meal planning; and various types of diets. Contents

include a glossary, a quick check (pretest) with answers, information sheets, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

ED 279 832 CE 046 494

aproving Productivity in Dietary Departments Workshop.

Werkshop.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—85
Note—69p.; For related documents, see CE 046
490-492.

490-492.

Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Course Descriptions, Dietetics, "Diettican, Food, "Food Service, "Health Facilities, Hospitals, Inservice Education, Learning Activities, Nutrition, "Occupational Home Economics, "Productivity, Staff Development, Workshops Identifiers—"Diet Therapy, "Productivity Improvement"

Identifiers.—"Diet Therapy, "Productivity Improvement Instructional materials are provided for a workshop to enable participants to explain how productivity can be achieved through the practical use of performance standards and behavior changes. Another purpose is to enable participants to make changes by using methods that involve employees and thereby minimize employee resistance to change. Representative topics are productivity, productivity improvement, the change process, changing employee behavior, and recognizing employee achievement. Contents include information sheets with quick checks to test understanding, workshop assignments, anawers to workshop assignments, and a list of workshop references. (YLB)

CE 046 495 ED 279 833

ED 279 833 CE 046 495
Sharpton, James L.
Child Care for Home and Community Services.
Student Material.
Oklahoma State Board of Vocational and Technical
Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—84
Note—263p.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West
Seventh Avenue, Stillwater, OK 74074 (Order
No. SP 3015).

No. SP 3015).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Behavioral Objectives, \*Child Caregivers, \*Child Care Occupations, Creativity,
\*Day Care, \*Disabilities, Discipline, Guidance,
Health, Learning Activities, \*Occupational Home
Economics, Safety, Sanitation, Secondary Education, Self Concept, State Curriculum Guides,
Transparenties.

tion, Self Concept, State Curriculum Guides, Transparencies Identifiers—Special Needs Groups This curriculum guide provides materials for an eight-unit course in child care for home and community services. The units cover (1) orientation to child care services; (2) health, safety, and sanitation; (3) guidance and discipline; (4) infant care; (5) toddler care; (6) preschool-age care; (7) fostering creativity through play; and (8) self-concept needs and activities for special needs children. Components of each unit include unit and specific objectives, information sheets (content outline), assignment sheets, and job sheets. Unit 7 also contains transparency masters. Tests for each of the eight units are also provided. (YLB)

ED 279 834

Sharpton, James L. Sewing Skills for Home and Community Services. Student Material. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instruc-tional Materials Center.

tional Materials Center.
Pub Date.—84
Note.—84
Note.—438p.
Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Tochnical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 3016).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage, PC Not Avail-

able from EDRS.

Descriptors—"Clothing Instruction, Competency
Based Education, "Equipment Maintenance,
Equipment Utilization, "Home Economics,
"Needie Trades, Safety, Secondary Education,
"Sewing Instruction, "Sewing Machine Operators
These student learning materials deal with basic
sewing skills. The following topics are covered in
the individual units: the principal parts of a sewing
machine and their purposes; procedures for caring
for a sewing machine (putting it away, lubricating it,
and changing the needle); operation of an unthreaded sewing machine (maintaining correct posture, setting the stitch length regulator, operating
the power control and stitching along lines of varicus shapes); procedures for preparing the machine
for sewing (preparing the machine and checking
stitching); preparation of cloth for cutting (understanding basic fabric-related terms and making fabric thread and shape perfect); maintenance and
operation of an industrial sewing machine; construction techniques (identifying offgrain yard
goods, matching construction techniques and functions, and performing basic construction techniques); elteration of ready-made clothing; home
products (draperies, tablecloths, corded pillows, and
bedspready); and business principles in custom sewing. A variety of learning materials is provided, including unit and specific objectives, information
sheet, assignment sheets, and unit tests. (MN)

ED 279 835 CE 046 497

Surjon, James L.

Personal Development for Home and Community
Services. Student Material.

Oklahoma State Board of Vocational and Technical
Education, Sillwater. Curriculum and Instructional Materials Center.

Pub Date—84
Note—179p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Banking. Behavioral Objectives,
Competency Based Education, "Consumer Education, Credit (Finance), Daily Living Skills, Decision Making. Home Economics, Human Relations, Individual Development, Insurance, Job Search Methods, Learning Activities, Money Management, Risk. Secondary Education, Self Actualization, Self Evaluation (Individuals), Time Management

Actualization, Self Evaluation (Individuals), 1 me Management
These student learning materials deal with various life skills vital to personal development. The following topics are covered in the individual units: human relations (personality traits, employer expectations, human relations situations, and job attitudes); techniques for securing a job (locating employment opportunities and developing job search skills); time management (developing a time plan and analyzing effective use of time); personal income management (factors involved in money management, steps in effective use of time); personal income management (factors involved in money management, steps in making a satisfying decision, and procedures for evaluating personal money management); banking procedures (writing checks, reconciling a bank statement, and selecting appropriate banking services for personal needs); obtaining and using credit and loans (evaluating credit and loan situations and applying for credit); and risk management (evaluating insurance coverage and determining insurance eds). A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

CE 046 498 Mueller, Gus Successful Conference Programming Methods. Your Guide to Effective Planning and Adminis-

Your Guide to Effective Planning and Administration.

Report No.—ISBN-0-9614097-0-3

Pub Date—82

Note—93p.

Available from—Fern Publications, 2117 South
High Street, Bloomington, IN 47401 (\$10.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, \*Pudgeting, Check
Lists, \*Conferences, Continuing Education, Cost

Effectiveness, Guidelines, Meetings, \*Planning,
Postsecondary Education, Program Administration, \*Program Development, \*Program Implementation, Scheduling, Workshops

This guidebook is intended to help conference
program planners in their jobs. The book is organized in four sections. Section One introduces the
book, establishes reasons for having a conference,

suggests alternative program models, and describes the coordinator's roles. Section Two describes the process of conference planning. Chapter 1 of this section examines time, money, and budgets, and Chapter 2 discusses facilities, promotion, registration, special arrangements, and the planner's fee. In Section Three, onsite realities of the program and evaluation are discussed; the final section concerns the aftermath of the program-financial "clean up," final evaluation, and planning for next time. An appendix to the guide, which makes up about half of the booklet, contains checklists, idea sheets, a bibliography, and sheets for planning. (KC)

ED 279 837 CE 046 499

ED 279 837 CE 046 499
Electrical Systems. POS: Fundamentals of Service.
Fifth Edition.
John Deere Co., Moline, Ill.
Report No.—ISBN-0-86691-047-6
Pub Date—84
Note—323p; Supersedes ED 185 284.
Available from—John Deere Distribution Service
Center, 1400 Third Avenue, Moline, II. 61265
(Order No. FOS-2005B: \$13.20; 10 or more,
\$10.55).
Pub Type—Guides - Classroom - Learner (051)

Center, 1400 Third Avenue, Moline, II. 61265 (Order No. F05-2005B: \$13.20; 10 or more, \$10.55).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MIPOI Plus Postage. PC Not Available from EDRS.

Descriptors—"Agricultural Education, "Agricultural Machinery, "Auto Mechanics, "Electric Systems, "Electric Circuits, "Electricity, Equipment Utilization, Guidelines, Measurement Equipment, Measurement Techniques, Post-secondary Education, Safety, Secondary Education, Trade and Industrial Reducation

This manual, which is part of a series on agricultural and industrial machinery, deals with electricity as it is commonly used on mobile machines. The following topics are covered in the individual chapters-electricity and how it works (current, voltage, and resistance; types of circuits; conductors; semiconductors; magnetism; electromagnetism; electromagnetic induction; capacitors); test equipment and tools; storage batteries; charging circuits; starting circuits; giration circuits; electromic ignition systems (principle of operation, self-integrated electromic ignition); lightings and accessory circuits (lighting circuits, wiring harnesses, electromagnetic illutches, gauges, meters, horns and buzzers, relays, solenoids, switches, electric motors, cigarette lighters, flame rods, transformers, glow plugs); connectors (current flow in connectors, common types of connectors, stripping and crimping, soldering and bolt cutting); montors and controllers (agricuitural and industrial applications, principles of operation, planters and seeders, round balers, forage harvesters, tractors, motor graders, acrapers); general maintenance (storage batteries, direct and alternating current-charging circuits, and starting and ignition circuits), and diagnosis and testing of electrical systems (testing and troubleshooting). Emphasis is on the theory of operation, diagnosis, and repair. Concluding each chapter is a set of self-test questions. A list of definitions and answers to the questions are also provided. (MN)

CE 046 508 ED 279 838

ED 279 838

Hathaway, Louis
Preventive Maintenance. FMO: Fundamentals of
Mackine Operation. Third Edition.
John Deere Co., Moline, Ill.
Report No.—ISBN-0-86691-027-1
Pub Date—84
Note—246p.
Available from—John Deere Distribution Service
Center, 1400 Third Avenue, Moline, IL 61265
(Order No. FMO-18102B: \$14.70; 10 or more,
\$11.75).
Pub Type—Guides - Classroom - Learner (OSI)

S11.75.

Pub Type— Guides - Clasaroom - Learner (051)

Pub Type— Guides - Clasaroom - Learner (051)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors— Agricultural Education, Agricultural Machinery, \*Auto Mechanics, Electrical Systems, \*Engines, \*Equipment Maintenance, Equipment Utilization, Fuels, Guidelines, Hydraulics, Kinetics, Postsecondary Education, Power Technology, \*Prevention, Safety, Secondary Education, Trade and Industrial Education, eVocational Education

Identifiers—Lubrication Systems

This text is intended to provide students with basic information on conducting preventive maintenance on agricultural machinery. The following topics are covered in the individual chapters: the importance of preventive maintenance and recom-

mended service intervals; engine intake and exhaust systems (air cleaners, turbochargers, intake and exhaust valves, exhaust manifolds and mufflers, crankcase ventilation, and testing procedures); engine fuel systems (fuel selection, procedures); engine fuel systems (fuel systems, and engine governors); lubricating systems (operating and servicing lubrication systems and selecting engine oils); engine cooling systems; engine electrical systems; power trains; hydraulic systems; other components (operator's cabe, manual states; itens, grease fittings, belt and chain drives, gear drives, and lighting and accessories); tune-up and storage (engine tune-up, visual inspection, dynamometer tests, engine tune-up charts, and machine storage); and troubleshooting procedures. Concluding each chapter are a chapter summary and a set of self-test questions. Answers to the questions are also provided. (MN)

Agricultural Safety. FMO: Fundam chine Operation. Second Edition. John Deere Co., Moline, Ill. Report No.—ISBN-0-86691-042-5 Pub Date—83 Note—214-6 CE 046 509 tals of Ma-

rub Date—83 Note—334p. Available from—John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (Order No. FMO-18102B: \$14.70; 10 or more, \$11.75).

\$11.75).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors— \*Agricultural Education, \*Agricultural Machinery, \*Equipment Utilization, Guidelines, \*Occupational Safety and Health, Postsecondary Education, \*Safety, Secondary Education, \*Vocational Education
This manual is intended to provide students with

basic information on the safe operation of farm ma-chinery. The following topics are covered in the individual chapters: safe farm machinery operation individual chapters: sate farm machinery operation (the importance of safety, the role of communica-tion in safety, and types of farm accidents); human factors (human limitations and capabilities; physi-cal, physiological, and psychological characteristics; personal protective equipment; techniques for lif-ing; and man-machine systems); ways of recogni-ing common machine hazards (pinch, wrap, shear, ing and main-machine systems); ways or recognizing common machine hazards (pinch, wrap, shear,
crush, and pull-in points; free-wheeling parts;
thrown objects; stored energy; slips and falls;
slow-moving vehicles; and second parties); equipment service and maintenance (ways of keeping
equipment in safe operation, emergency situations,
service tools and equipment safety, chemicals and
cleaning equipment; completion of service work,
and components and systems); tractors and self-propelled machines; tillage and planting; chemical
equipment; hay and forage equipment; grain harvesting equipment; other harvesting equipment; metrals handling equipment; and farm maintenance
equipment. Concluding each chapter is a chapter
summary and set of quiz questions. A glossary and
lists of safety laws and suggested readings are also
provided. (MN)

ED 279 840 CE 046 510 Steward, Jim Jobes, Raleigh Farm & Ranch Business Ma

John Deere Co., Moline, Ill. Report No.—ISBN-0-86691-088-3 Pub Date—87

Pub Date—67 Note—2850. Available from—John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (\$16.45; 10 or more, \$13.15). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, \*Adult Farmer Education, \*Agribusiness, Agricultural Education, Budgets, \*Business Administration, Case Studies, Computers, \*Decision Making, Farm Accounts, \*Farmers, \*Farm Management, Guides, Investment, Laws, Marketing, Money Management, Organization, Recordkeeping, Taxes
Identifiers—\*Ranching
This practical guide for the agribusiness manager (the farmer, rancher, and other agribusiness people who work with agricultural commodities, supplies, who work with agricultural commodities, supplies,

(use tarmer, rancier, and other agnotusness people who work with agricultural commodities, supplies, and services) gives a basic understanding of modern management practices. It provides guidelines that can help them make practical business decisions. Chapter 1 is an introduction that highlights farm

management efficiency, decision making, and goals and objectives. The following 11 chapters discuss recordicepting (importance and purposes of keeping records, types of systems, record book components), financial analysis (cash flow, net worth, income statements and their ratios; whole farm and enterprise analysis; relationships of various analyses), budget analysis; introduction to types and uses of budgets, how to use and analyze a partial budget, enterprise budget and whole farm budget, production principles, cost components), cash flow analysis (projections and analysis, repayment capacity, credit needs, credit types and sources), marketing (principles of supply and demand, marketing functions, strategies), investment analysis (time value of money, methods of investment analysis, investment financing, risk management), business organizations (advantages and disadvantages of sole proprietorships, partnerships, corporations, cooperatives as organizations for doing business), agricultural law (legal rights of farmers and ranchers and pertinent laws), computers (use in farm and ranch ecision making), and whole farm case study (analysis of a farm situation). Appendixes include a glossary, bibliography, and index. (YLB)

ED 279 841 CE 046 511

Bowers, Wendell
Machinery Management, FMO: Fundamentals of
Machine Operation. Third Edition.
John Deere Co., Moline, Ill.
Report No.—ISBN-0-86691-090-5
Pub Date—87

Pub Date—87 Note—207p. Available from—John Deere Distribution Service Corter, 1400 Third Avenue, Moline, IL 61265 (Order No. FBM-17103B: \$12.60; 10 or more, \$10.10).

Pub Type— Guides - Clasaroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Agribusiness, "Agricultural Education, "Agricultural Machinery, Basic Business Education, Case Studies, Cost Effectiveness, Cost Estimates, "Requipment Maintenance, "Equipment Utilization, "Farm Management, Guidelines, Postsecondary Education, Secondary Education, "Vocational Education
This text is intended to provide a basic understanding of selecting, maintaining, and managing farm machinery. The following topics are covered in the individual chapters: dealing with typical problems in farm machinery management; measuring machine capacity; improving field efficiency; matching machine size and capacity; estimating power requirements; estimating fixed costs; estimating fuel and lubricant costs; estimating repair costs; computing total costs for machines and operations; deciding when to trade; considering future capacity edeciding when to trade; considering future capacity eneeds; calculating custom work costs; comparing eneeds; calculating custom work costs; comparing deciding when to trade; considering future capacity needs; calculating custom work costs; comparing ownership, leasing, and rental costs; and starting machinery management. The final chapter, which contains six case studies, deals with recordkeeping, the cost of new machinery, financial analysis, peer pressure, using a budget, and cash flow analysis. A chapter summary and set of quiz questions conclude each chapter. Answers to the questions are also provided. Appendixes include reference tables, calculator and computer sections, and a list of suggested readings. (MN)

279 842 CE 046 512 loratory Home Economics for Early Adoles-ED 279 842

cents.
Iowa State Univ. of Science and Technology, Ames.
Dept. of Home Economics Education.
Spons Agency—Ames Public Schools, Iowa.; Iowa
State Dept. of Public Instruction, Des Moines.
Div. of Career Education.
Pub Date.

Div. of Career Education.

Pub Date—86

Note—449p.

Available from—lowa Curriculum Assistance System, N008 Lagomarcino Hall, lowa State University, Ames, IA 50011 (\$22.50).

Pub Type—Guides—Classroom—Teacher (052)

Pub Type—Guides—Classroom—Teacher (052)

Pub Type—Guides—Classroom—Teacher (052)

Descriptors—Adolescents, Aging (Individuals), Behavioral Objectives, Careers, "Clothing, Communication Skills, Competency Based Education, Consumer Education, "Daily Living Skills, Discovery Learning, Pfamily Life Education, "Food," Home Economics, "Housing, Junior High Schools, Learning Activities, Learning Modules, Leason Plans, Money Management

This guide is intended to assist teachers in using

a life skills approach to introducing early adolescents to the five basic areas of home economics. The following topics are covered in the individual units: life skills in family communication (hearing and listening, speaking, writing, obtaining and responding to feedback, holding a sustained conversation, reading, and relating to and communicating with children, againg, and relating to and communicating with an elderly person); food (kitchens and utensils, safety and sanitation, food groups, menu planning and food preparation, factors affecting food choices, food habits, and nutrition); life skills in money management and consumer choices (financial framework, record keeping, resources, needs and wants, values or principles, goals, decision making, financial planning, techniques of budgeting and shopping, sources of consumer information, and consumer rights and responsibilities); clothing-terlated life skills (textile fibers, clothing care and maintenance, and sewing techniques); life skills in sharing housing space (personal relationships and shared space/property, space/property shared by groups, storage, organization of storage space, chemistry of cleaning, cleaning products, and cleaning techniques); and careers in home economics. Each unit contains some or all of the following: unit title; overall objectives; topical lesson outline; note to the teacher; lesson plan consisting of a topic title, objectives, generalizations, resources, and activities; and handouts. (MN)

ED 279 843 CE 046 514 Brill, Jay Hartman, Rhona C.

Career Planning and Placement Strategies for Postsecondary Students with Disabilities. Revised.

can Council on Education, Washington, DC. American Council on Education, Washington, DC. HEATH Resource Center. Spons Agency—Department of Education, Washington, DC. Pub Date—Jun 86 Contract—300.80-0857 Grant—G0084C3501

ngton, De.—Jun 86
Contract—300-80-0857
Grant—G0084C3501
Note—9p.; Revision of ED 238 226.
Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Career Choice, "Career Counseling, "Career Planning, Citations (References), "College Students, "Disabilities, Employment Interviews, Employment Programs, Job Application, "Job Placement, "Job Search Methods, Post-secondary Education, Program Descriptions, Resources, Resumes (Personal), Student College Relationship
This fact sheet is designed to be a resource for disabled students themselves and for counselors, administrators, and instructors who are involved in career planning and placement strategies for disabled persons in postsecondary cademic and technical institutions. The fact sheet is organized into five sections or administrators who are involved in career planning and placement strategies for disabled persons or administrators who are attempting to establish similar programs on their campuses. Programs described include the following: campus-metroopolitan area public and private employer cooperation, one-ampus recruiter training, cooperative education, computerized job banks, campus-metroopolitan area public and private employer cooperation, one-ampus recruiter training, cooperative education, computerized job banks, campus-metroopolitan area public and private employer cooperation, the federal-state Vocational Rehabilitation partnership, the U.S. Office of Personnel Management's placement program for hiring handicapped individuals in the federal civil service, Projects with Industry, and the President's Committee on Employment of the Handicapped. The third section describes there programs with a national focus: Job Opportunities for the Blind, National Center on Employment of the Handicapped. The third section describes there programs with a national focus: Job Opportunities for the Blind, National Center on Employment of the Handicapped. The thir

ED 279 844

Hale, Charles Davis, Robert C.

Health Education Training Needs Asser CE 046 515

CPHU Nurses.

Pub Date—6 Jun 84

Note—23p.; Paper presented at the Annual Institute of the American Rural Health Association (8th, Orlando, FL, June 6, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—Community Health Services, \*Educational Needs, \*Health Education, Needs Assessment, \*Nurses. \*Nursing Education, Prostecondary Education, Program Effectiveness, Program Implementation, \*Public Health, Risk

Identifiers—\*Florida Identifiers-\*Florida

Risk
Identifiers—\*Florida
In the autumn of 1983, a study was conducted of
the needs of county public health unit (CPHU)
nurses in Florida for additional training in health
education. Questionnaires were developed and
mailed to 136 persons, with a return rate of 68 percent. Most of the respondents were white female
registered nurses with a mean age of 44 years, who
were graduates of three year nursing programs or
community colleges. Data were collected and analyzed to yield the following conclusions: (1) health
education risk reduction skills training was needed;
(2) a training plan needed to be developed to include
patient counseling skills, small group instruction
techniques, diabetes education, nutrition education,
maternal health risk reduction, child abuse, and interpersonal communication techniques; (3) distict-wide conferences should be organized on
domestic violence and physical fitness, nutrition,
and health; and (4) health education methods training should precede other health education-risk reduction training when possible. Using these results,
a training plan was developed and implemented at
five training sites. Six training courses and four special interest courses were developed and taught by
quest instructors at several training sites. Most of
the CPHU nurses have received training, and most
have rated the courses as very helpful. Changes in
attitude and the application of learned skills were to
be measured by the re-administration of the survey
in March 1985. (KC)

ED 279 845 CE 046 517

Thomas, Ruth G. Litowitz, Len
Vocational Education and Higher Order Thinking
Skills: An Agesda for Inquiry,
Minnesota Univ., St. Paul. Minnesota Research and
Development Center for Vocational Education.
Pub Date.—86

Note-106p.

Note—106p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Development, "Cognitive Processes, "Critical Thinking, "Curriculum Development, Decision Making Skills, Models, Post-secondary Education, "Research Needs, "Research Utilization, Secondary Education, "Vocational Education

\*Research Utilization, Secondary Education, 
\*Vocational Education
A major focus in all areas of education today is the 
impact of education on students' ability to use 
higher order thinking skills. Understanding and improving the knowledge, cognitive abilities, and dispositions that guide, organize, and form effective 
action in the workplace, home, and community are 
significant problems for vocational education. This 
document provides an overview of educational and 
learning problems and reviews theory and research 
findings concerning the mechanisms by which people take in, process, store, combine, retrieve, and 
use information in directing, performing, and controlling operations, understanding and affecting situations, interpreting experience, identifying and 
solving problems, and making decisions and judgments. An agenda for inquiry is presented that reflects existing knowledge about higher order 
thinking, identifies potential ways of determining 
how and to what extent vocational education involves the application of higher order thinking. The 
skills, and leads to development of curricular and 
instructional models in vocational education that 
incorporate and develop higher order thinking. The 
inquiry agenda is divided into three interrelated 
parts. Part I concerns identifying and organizing 
problems and contexts central in vocational education. Part II concerns descriptions, documentation, 
and understanding of the knowledge, cognitive abilproblems and contexts central in vocational educa-tion. Part II concerns descriptions, documentation, and understanding of the knowledge, cognitive abil-tities, and dispositions required by the problems and contexts identified in Part I. Part III focuses on identifying, developing, and assessing curricular de-signs and instructional processes that facilitate de-velopment of the required knowledge, cognitive

shilities, and dispositions. An outline of the inquiry agenda and 14 pages of references are provided in the appendix. (KC)

ED 279 846 CE 046 518

the appendix. (KC)

ED 279 846

Copa, George H. And Others

Re-Visioning Vocational Education in the Secondary School. Papers Presented at the Symposium (St. Paul, Minnesota, May 5-9, 1986).

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education. Pub Date—Dec 86

Note—143p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MP01/PC06 Plus Postage.
Descriptors—"Educational Improvement, "Educational Planning, Educational Inprovement, "Educational Planning, Educational Policy, Educational Planning, Vocational Education Trends, "Futures (of Society), Policy Formation, Quality of Life, Secondary Education, Statewide Planning, "Vocational Education This document contains five papers presented at a symposium designed to identify and discus implications of nationwide perspectives and research studies on vocational Education: Following an introduction that explains the context of the presentations, the following papers are included: "Improving Secondary Vocational Education" (Harry F. Silberman), Discussion (Nan Skelton and Wes Tennyson); "Work, Vocational Studies, and the Quality of Life" (Arthur G. Wirth), Discussion (Cliff Helling, Frank Kenney, and Helen Henrie); "Major Issues in Vocational Education" (Jeannie Oakes), Discussion (William Gardner, Dayton Perry, and Jan Hively); and "Occupationally Specific Training in High School" (John H. Bishop), Discussion (Gordon Swanson, Daniel Mjolaness, and Don Szambelan). The final chapter, "Making Vocational Education and presenters and a closing perspective providing recommendations for action. Symposium participants and program are listed in an appendix. (KC)

ED 279 847 CE 046 519

ED 279 847 CE 046 519
Kahler, Alan A., Ed.
Seeking Solutions for Tomorrow's Challenges.
Proceedings of the Answal National Agricultural
Education Research Meeting (13th, Dallas,
Texas, December 5, 1986).
American Association of Teacher Educators in Agriculture, St. Paul, Minn.; American Vocational
Association, Alexandria, VA.
Pub Date—5 Dec 86
Note 3486.

riculture, St. Paul, Minn.; American Vocational Association, Alexandria, VA.
Pub Date—5 Dec 86
Note—348p.
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptora—Agribusiness, "Agricultural Education, Educational Anage, Educational Needs, "Educational Research, Extension Agents, Inservice Teacher Education, Job Satisfaction, Leadership, Microcomputers, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Student Organizations, Student Teaching, Supervised Param Practice, "Teacher Attitudes, "Teacher Education, Teacher Education, Vocational Education, Vocational Education Teachers This proceedings volume contains a total of 39 papers. The following 28 selected titles are cited as those most clearly relevant to education: "A National Study of Teacher Educators and State Supervisors in Agricultural Education (Poster, Horner); "A Profile of the Effective Vocational Agriculture Teacher" (Rheault, Miller); "Analysis of Needs Educational Programs for Young and Adult Farmers" (Martin); "Anxieties of Agricultural Education for First-Year Vocational Agriculture Teachers" (Barrier); "Assessing Needs and Planning Inservice Education for First-Year Vocational Agriculture Teachers" (Barrier); "Assessing Needs and Planning Inservice Education for First-Year Vocational Agriculture Teachers" (Barrier); "Assessing Needs and Planning Inservice Education for First-Year Vocational Agriculture Teachers" (Barrier); Posternents' (Zidon, Luft); "Anticulture Teachers (Dosaurs and Vocational Agriculture Hescherstowards FFA Proficiency Awards' (Kotrlik); "Disousurs and Vocational Agriculture A Historical Analysis of the Curriculum in Vocational Agriculture Teachers The Influence of Enrollment in Vocational Agriculture

on Admission to a College of Agriculture" (Newman, Warmbrod); "Effects of the Problem Solving Approach on Achievement, Retention, and Attitudes of Vocational Agriculture Students in Illinois (Flowers, Osborne); "Factors Affecting Practical Agricultural Training Experiences for Graduate Students from Developing Countries" (Steele); "Factors Affecting the Diffusion/Use of an On-Line Database System (AGRIDATA) for Instruction in Vocational Agriculture Programs in New York State" (Sutphin, Berkey); "Factors Associated with Adjusting Vocational Agriculture Programs as Perceived by Teachers" (Birkenholz, Stewart); "Factors Related to the Career Decisions of Seniors Who Have Taken Vocational Agriculture Frograms as Perceived by Teachers" (Birkenholz, Stewart); "Factors Related to the Career Decisions of Seniors Who Have Taken Vocational Agriculture" (Kotrlik et al.); "Impact of Beginning Teaching Supervision on Vocational Agriculture Teacher Performance" (Waters, Yoder); "Indicators of Quality Used for Faculty Selection in Departments of Agriculturas Education" (Deeds); "Occupational Aspirultures Students" (Burnett, Vensble); "Perceived Retraining and Upgrading Needs of Managers in Five Selected North Dakota Agribusiness Industries" (Olschlager, Priebe); "Perceptions of Vocational Agriculture Subject Matter Areas" (Dillon); "Perconality Types of 500 Farm Couples-Implications for Agricultural Educations of Vocational Agriculture Teachers" (Camp); "Teaching Agriculture Mechanics Using Simulation" (Agnew, Shinn); "The Cooperative Relationship between Vocational Agriculture Teachers" (Camp); "Teaching Agricultural Mechanics Using Simulation" (Agnew, Shinn); "The Cooperative Relationship between Vocational Agriculture Teachers" (Camp); "Teaching Agricultural Mechanics Using Simulation" (Agnew, Shinn); "The Cooperative Relationship between Vocational Agriculture Teachers" (Camp); "Teaching Agriculture Teachers" (Camp); "Teaching Agriculture Teachers" (Camp); "Teaching Agriculture Teachers" (Camp); "Teaching Agriculture Teac

CE 046 520

ED 279 848 CE 046 52 Thomson, Peter Murphy, Jan Transferable Skills in Technical and Further Edu-

cation.

TAFE National Centre for Research and Development, Payneham (Australia).

Report No.—ISBN-0-86397-131-8

Pub Date—87

Pub Date—87
Note—58p.
Note—58p.
Available from—Nelson Wadsworth, P.O. Box
4725, Melbourne, Victoria 3001, Australia.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Design, "Curriculum Development, "Delivery Systems, Developed Nations, "Employment Potential, Foreign Countries, "Job Skills, Postsecondary Education, Secondary Education, Teacher Participation, "Transfer of Training, "Vocational Education
Identifiers—"Australia"

-\*Australia

Training, "Vocational Education Identifiers—"Australia
This report focuses on transferable akilla-those knowledge, attitudinal, and manual akilla an employee brings to a job (or an employer expects an employee to bring) that provide that employee with cocupational competence and mobility. The concept of "akill" and categories of skill are explored and defined. Chapter I discusses the concept of ransferable akilla. It looks at labor market issues and how they relate to the need for transferable skills. Developments in training practices are considered to see how they relate to the provision of transferable skills. Training issues are trade teachers, mobility and productivity, competence, and labor market. Chapter II looks at the two groups of skills that have been identified as enhancing job mobility: skills a student will require to complete a course of training and/or retraining and skills needed during a working life. The relationship between skills in the two groups and their usefulness in vocational curriculum design is discussed. Chapter III first considers three curriculum delivery methods relevant to delivery of transferable skills. competency-based delivery, individualized instruction, and modular instruction. Next, DACUM (Develop a Curriculum) is recommended as the most appropriate method for curriculum development for transferable skills. Finally, teacher participation is addressed. Chapter IV outlines the proposed strategy for instilling transferable skills into vocational

curricula. A four-page list of references is provided.
(YLB)

curricula. A four-page list of references as provisce.

(YLB)

ED 279 849

CE 046 522

An Annotated Bibliography of Retirement Preparation Books.

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Pub Date—Nov 35

Note—30p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF61/FC02 Plus Postage.

Descriptors—Adult Programs, "Aging (Individuals), Annotated Bibliographies, Budgeting, Citationa (References), Emotional Adjustment, Estate Planning, Health, Housing, Income, Insurance, Legal Ald, Legal Responsibility, Money Management, Older Adults, "Privertirement Education, "Retirement," Retirement Benefits

This bibliography has been prepared to aid those people looking for additional information or advice as they make their retirement plans. Most of the books are available at public libraries and in paper-back editions. The bibliography is organized in the following six sections: (1) comprehensive handbooks and workbooks; (2) retirement finances; (3) estate planning; (4) housing; (5) social, personal, and emotional dimensions in retirement planning; and (6) aging, health, legal concerns, and programs for older adults. Within each section, books are isted in alphabetical order by author. Each listing consists of bibliographic information, a brief description of the book, and a table of contents. The bibliography contains 45 annotated listings. (KC)

CE 046 523

Keller, Jack Piotrowski, Chris Career Development Programs in Fortune 500

Firms.
Pub Date—[86]
Note—9p.

Purb Date—[86]
Note—9p.
Pub Date—[86]
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MFBI/POBI Plus Pestage.
Descriptors—"Career Development, "Corporate
Education, Educational Needs, "Management
Development, Postsecondary Education, Program Development, "Program Effectiveness,
"Staff Development, "Program Effectiveness,
"Staff Development, Teacher Characteristics,
Workshop-Fortune 500
Career development programs (CDPs) are a
rather recent area of study in organizational and
industrial psychology. The present study investigated the nature and evaluation of CDPs in Fortune
300 firms. Data were obtained by a mailed questionnaire completed by the firms' human resources directors. Of the 500 companies surveyed, only those
30 that had CDPs in place were analyzed. Results
indicated that CDPs were targeted at middle-touper-level managers and that the programs were
rated as being quite helpful. CDPs were usually of
short duration (workshop lasting several days) and
conducted by professionals from within the organizations. Some of the implications of these findings
parallel those suggested by Hall and Lerner in their
review article "Career Development in Work Orgamizations. Research and Fractice" (1) very little
evaluation research is being conducted on career
programs in industry, and (2) the efficacy of CDPs
has yet to be widely accepted by company executives in large industries. Undoubtedly, much more
research will be needed in the area, and some crestive approaches should facilitate the design and
positive outcome of CDPs and related career counseling/management interventions in large firms.

(Author/KC)

ED 279 851
Initiatives in Technical and Further Education.
Numbers 3 and 4.
National TAFE Clearinghouse, Adelaide (Australia).

na).
Pub Date—82
Note—111p.
Pub Type— Reference Materials - Bibliographies
(131)

(131)
EDRS Price - MPUL/PCU5 Plus Postage.
Descriptors—Abstracts, "Access to Education,
Adult Vocational Education, Apprenticeships,
Auto Mechanics, Business Education, Community Education, Curriculum Development, Developed Nations, "Educational Innovation,
Educational Planning, Foreign Countries, Literacy Education, Multicultural Education, Postsecondary Education, "Program Development,

\*Technical Education, \*Trade and Industrial Ed-ucation, Unemployment, Vocational Education, Youth Employment, Youth Programs dentifiers.—\*Australia

ucation, Unemployment, Vocational Education, Youth Employment, Youth Programs
Identifiers—Australia
These two issues contain abstracts of 127 and 118 documents, respectively, related to the field of technical and further education that are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. These types of materials are included: research reports/technical reports, evaluation studies, curriculum materials of an innovative nature (syllabus documents; student materials, including textbooks; teachers' guides; audiovisual materials; materials for TAFE teacher education, testal, questionnaires, feasibility studies, catalogs of instructional materials, and bibliographies. Bach document entry provides this information: TAFE document socession number; state of origin of document; state learninghouse accession number; author(s); title; publisher, date of publication, and pagination; format; availability (source); price; descriptors; identifiers; and abstract. Subject and author indexes are appended. Representative topics in number 3 are access to education, adult education, apprenticeships, course evaluation, ecourse evaluation, rade and industrial education, course evaluation, spential education, spential aducation, vocational deducation, adult education, apprenticeships, Australian aboriginal education, course evaluation, curriculum development, occupational courses, and occupational information. (YLB)

ED 279 852

CE 046 533

ED 279 852 CE 046 533 ED 279 032
Initiatives in Technical and Further Education.
Numbers 9 and 10.
National TAFE Clearinghouse, Adelaide (Austra-

Pub Date

Note—108p.

Pub Type— Reference Materials - Bibliographies
(131)

Note—108p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF91/PC05 Plus Postage.
Descriptors—Abstracts, Access to Education, \*Adult Education, Career Development, Career Education, Clearinghouses, Community Colleges, Competency Based Education, Conferences, \*Curriculum Development, Educational Media, \*Educational Needs, \*Educational Research, Equal Opportunities (Jobs), Fernales, Foreign Countries, Instructional Materials, Labor Market, Multicultural Education, Outcomes of Education, Postagendary Education, Program Content, Program Descriptions, \*Program Development, Program Descriptions, \*Program Improvement, \*Technical Education, Vocational Education, Youth Employment Identifiers—Aboriginal People, \*Australia These issues contain abstracts of research reports, literature reviews, conference proceedings, directories, project reports, and other documents describing work being done in the field of technical and further education in Australia. The issues contain of and further education in Australia. The issues contain where the education in Australia These issues contain the following information: a Technical and Further Education (TAFE) Clearinghouse accession number; the state from which the document originated; a state clearinghouse accession number; subney, title, and publisher information; descriptors author, title, and publisher information; descriptors selected from the "Australian Thesaurus of Educational Terms" and "Glossary of TAFE Terms"; identifiers; and an abstract. Author and subject indexes are also provided. The following are among the subjects covered by the documents abstracted: indexes are also provided. The following are among the subjects covered by the documents abstracted: not proposes, equal opportunities (jobs), handicrafts, hospitality occupations, labor market, learning resources centers, library instruction, multicultural education, needs assessment, non-English speaking, TAFE, technicians, tertiary orientation program, trade courses, business education, cumer path

CE 046 534 Initiatives in Technical and Further Education
Numbers 11 and 12.

National TAFE Clearinghouse, Adelaide (Austra-

na). Pub Date—86 Note—156p. Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Abstracts, Academic Achievement, Access to Education, "Adult Education, Apprenticeships, Career Development, Clearinghouses, Colleges, Competency Based Education, Conferences, "Curriculum Development, Dropout Research, Educationally Disadvantaged, Educational Media, "Educational Needs, "Educational Research, Equal Education, Foreign Countries, Instructional Materials, Job Training, Labor Market, Outcomes of Education, Program Content, Program Effectiveness, Program Development, Program Effectiveness, Program Improvement, "Technical Education, Trade and Industrial Education, Transitional Programs, Vocational Education, Clember 1, Programs, Programs, Programs Effectiveness, Program Industrial Education, Transitional Programs, Vocational Education, Transitional Programs, Programs Industrial Education, Transitional Programs, Vocational Education, Transitional Programs, EDRS Price - MF01/PC07 Plus Pos

gram improvement, "lecentical foucation, trade and Industrial Education I dentifiers—Aboriginal People, "Australia These issues contain abstracts of research reports, project reports, and other documents describing work being done in the field of technical and further education in Australia. The issues contain 127 and 172 entries, respectively. Each entry contains the following information: a Technical and Further Education (TAFE) Clearinghouse accession number; the state from which the document originated; a state clearinghouse accession number; the state from which the document originated; a state clearinghouse accession number; the state from which the document toriginated; a state clearinghouse accession number; author, title, and publisher information; a format type; price and availability information; descriptors selected from the "Australian Thesaurus of Educational Terms" and "Glossary of TAFE Terms"; identifiers; and an abstract. Author and subject indexes are also provided. The following are among the subjects covered by the documents abstracted in the booklets academic achievement, Aboriginal education, apprenticeships, business education, clerical occupations, communication skills, computers, computer science education, construction industry, course descriptions, communication skills, computers, educational technology, educationally disadvantaged, employer attitudes, English second language); equal education, fitting and machining, grievance procedures, job skills, motor vehicles, occupational safety and health, the Participation and Equity Program, prevocational education, questionnaires, TAFE, trade courses, and transition programs.

CE 046 536
Project V.I.T.A. Volunteers in Tutoring Arrangements for County Educational Programs.
Mid-State Literacy Council, State College, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs. Training Programs. Pub Date—30 Jun 86

Pub Date—30 Jun 36 Note—105p. Available from—ADVANCE/PDE Resource Ceter, 333 Market Street, Harrisburg, F 17126-0333.

17126-0333.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Agency Cooperation, \*Cooperation\*, \*Disabilities, Guidelines, \*Individual Needs, Learning Disabilities, Limited English Speaking, Models, Program Implementation, \*Tutors, \*Volunteers, Volunteer Training Identifiers—310 Project \*Training Identifiers—310 Project \*Training August Project \*Training Identifiers—310 Project \*Training Identifiers—310 Project \*Training August Project \*Training Identifiers—310 Project \*Training Identifiers \*Training Identifier

Training
Identifiers—310 Project, \*Tutor Training, \*Volunteers in Tutoring Arrangements Program
Project VITA (Volunteers in Tutoring Arrangements for County Educational Programs) was designed to develop a training and reporting system to
coordinate services between 27 area educational signed to develop a training and reporting system to coordinate services between 27 area educational and human service agencies serving special needs adult learners who require one-to-one tutoring. A training system was created with existing resources and developed into seven mini-workshops or inservices that were used to meet the special teaching needs of the volunteer tutors. Using this training system, the project developed a Volunteer Tutor Resource Bank consisting of teams of volunteers, tutors, and teachers trained in areas of basic literacy programs for various handicapped, slow learning, or non-English-speaking adults. Through the Tutor Bank, 154 trained volunteers were placed in area programs. Through a series of team meetings, the teaching services and courses of study for the adult students were coordinated with and reported to the cooperating area human service and educational providers. Approximately 145 adults were matched with volunteer tutors. The project will be evaluated through objective-based assessment and through evaluation forms completed by students and tutors. (The VITA staff created a model program manual and a trainer's guide for the program; they are included in this report.) (KC)

ED 279 855

CE 046 541

Oversight Hearing on Illiteracy. Joint Hearing before the Subcommittee on Elementary, Secondary, and Vecational Education of the Committee on Education and Labor, House of Representatives and the Subcommittee on Education, Arts and Human Resources, United States Senate, Ninstry-Ninth Congress, Second Session (Washington, D.C. June 12, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor, Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—87

Note—67p; Serial No. 99-140.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

DC 20402

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (999) — Opinion Papers (120)
EDRS Price - MP01/PCuS Prise Postage.
Descriptors—Adult Basic Education, \*Adult Literacy. \*Adult Programs, \*Correctional Education, \*Educational Finance, \*Educational Needs, Educational Television, Hearings, \*Literacy Education, Prisoners, Program Development, Publicity, Public Television
Identifiers—Congress 99th
This document contains transcripts of testimony and written materials presented by four persons at a Congressional hearing on illiteracy. Testimony was given by Gerald L. Bailles, Governor of Virginis; James E. Duffy, vice president, Capital Citics/ABC; Karl O. Haigler, director of the Adult Literacy Initiative, U.S. Department of Education; and Patricia Keeton, coordinator, Basic Skills and Foreign-Born Programs, Howard Community College, Maryland. In his testimony and written report, Governor Bailies commented that many people who are illiterate turn to a life of crime. He reported that since many of the prisoners in the Virginia system are illiterate, the state has begun a program of "no read, no release" to teach prisoners to read before they are sent back into society. In his testimony, buffy reported on the experience of ABC and the Public Brosdcasting Service in Project Literacy U.S. (PLUS), which spotlights the problem of illiteracy; brosdcasters work through their stations to reach adult illiterates and help them find educational programs to meet their needs. Haigler defended the budget needs of U.S. literacy efforts and said that financial support is crucial to help adults to read. Finally, Keeton testified that more must be done to fight illiteracy and mat it is unproductive to publicize the problem while cutting funds for adult education. A dicussion among committee members and participants is also included in the hearing proceedings. (KC) and participants ceedings. (KC)

ED 279 856 CE 046 56 Sullivan, Richard L. Wircenski, Jerry L. The Principal and Vocational Student Organiza-CE 046 542

hoss. National Association of Secondary School Princi-

nous.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Mar 87

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00, 2-10 coptes-\$.85; 11-99 copies-\$.85; 10-99 copies-\$.75; 100 or more-\$.60).

Journal Cit—Curriculum Report; v16 net Mar 1987

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, "Administrator Role, Communication Skills, Leadership, National Organizations, "Principals, School Administration, Secondary Education, "Student Attitudes, "Student Organizations, Student Participation, "Vocational Education, Work Attitudes

This volume is intended to help secondary school

principals see more clearly how they can strengthen the vocational programs in their schools by supporting vocational student organizations (VSOs). The eight major national organizations are described, and their addresses are provided. Ways in which administrators can provide organizational, instructional, and administrative support are recommended to help VSOs promote a positive student attitude toward the world of work, develop effective communication and leadership skills, and promote civic consciousness. Suggestions are offered for some forms that assistance can take in each of the three areas. Brief descriptions follow of the activities of a number of VSOs in various occupational fields. They illustrate ways in which these clubs help their members to learn and practice the skills and attitudes they need for successful participation in the world of work. (YLB)

ED 279 857 Millar, Garnet W.

Entrepreneurship in the Alberta Curriculum: A

Monograph.

Alberta Dept. of Education, Edmonton. Planning
Services Branch.

Pub Date—Nov 86 CE 046 546

Services Branch.
Pub Date—Nov 86
Note—116n.
Pub Type—Information Analyses (070)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Business Education, "Educational Improvement, "Educational Needs, Education Work Relationship, "Entrepreneurship, "Evaluation Criteria, Guidelines, Models, Postsecondary Education, "Small Businesses Identifiers—"Alberta
This monograph examines concepts associated with entrepreneurship in education and presents criteria for reviewing curricular documents to determine support for entrepreneurship. The paper is organized in six sections. The first section provides an introduction and rationale for entrepreneurship-education. In Section 2, definitions of entrepreneurship-entrepreneurs, and various fields of small business are advanced. Section 3 outlines the characteristics of successful entrepreneurs, while in Section 4, criteria for reviewing curricular documents to determine support for entrepreneurship are proposed. Section 5 reviews current programs and services for entrepreneurship education model. In Section 6, a recommended action plan for entrepreneurship education in Alberta is proposed. References and a bibliography are included in the report. Five appendixes cover the following: (1) examples of some enterprises in five fields of small business, (2) selected definitions, (3) self-evaluation for potential entrepreneurs, (4) desirable personal characteristics of entrepreneurs, and (5) case studies of successful entrepreneurs. (KC)

ED 279 858 CE 046 54
Veterans' Employment. TVA Can Improve Its
Disabled Veterans' Affirmative Action Program.
Report to the Chairman, Subcommittee on Education, Training, and Employment, Committee
on Veterans' Affairs, House of Representatives.
General Accounting Office, Washington, D.C.
Report No.—GAO/HRD-87-17
Pub Date—Dec 86
Note—360.

Report No.—GAO/HRD-87-17
Pub Date—Dec 86
Note—366.
Available froem—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (First
five copies free; additional copies—\$2.00; 100 or
more—25% discount).
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Accessibility (for Disabled), Adults,
"Affirmative Action, Career Development,
"Compliance (Legal), "Disabilities, Employment
Opportunities, "Employment Practices, Federal
Regulation, Promotion (Occupational), "Veterans
Identifiers—"Tennessee Valley Authority
The General Accounting Office (GAO) conducted a study of employment practices at the Tennessee Valley Authority (TVA) to determine if
practices for employing and advancing disabled veterans comply with applicable legislation. The study
found that TVA's plans describing its Disabled Vererans' Affirmative Action Program were meeting
regulatory requirements in fiscal year 1986. TVA
has had mixed results in achieving the objectives
identified in the plans. Because of declines in TVA's
work force (a 42 percent reduction from 1980 to
1986), TVA's ability to hire and advance disabled
veterans may have been affected. TVA has imple-

Document Resumes

13
mented activities aimed at achieving the following plan objectives: (1) providing awareness training to supervisory personnel; (2) establishing an advisory committee of handicapped employees partly composed of diashled veterans; (3) providing guidance to managers and supervisors on how they could modify jobs to accommodate disabled veterans' abilities; and (4) adopting Uniform Federal Accessibility Standards to ensure barrier-free design in TVA facilities. The Disabled Veterans' Affirmative Action Program plan objectives that TVA has not been successful in implementing included the following: (1) increasing the number of disabled veterans and its employment register; (2) increasing disabled veterans' advancement opportunities within TVA through career planning and an upward mobility program; and (3) providing placement opportunities both within and outside TVA for disabled veterans scheduled for reductions-in-force. The TVA has recently hired a disabled veterant in the acceptance of the training of the

ED 279 859

CE 046 548
Retirement Forecasting. Evaluation of Models
Shows Need for Information on Forecast Accuracy, Volume I. Report to the Chairman, Subcommittee on Social Security and Income
Maintenance Programs, Committee on Finance,
United States Senste.
General Accounting Office, Washington, D.C.
Report No.—GAO/PEMD-87-6A
Note—118p.

Pub Date—Dec 86
Note—118p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (First
five copies free; additional copies—\$2.00; 100 or
more—25% discount).
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—"Data Literpretation, Decision Making, Income, "Mathematical Models, Older
Adults, "Predictive Validity, Program Costs, Research Methodology, "Research Problems, "Retirement

Adults, "Predictive Validity, Program Costs, Research Methodology, "Research Problems, "Retirement
The Government Accounting Office (GAO) reviewed 71 actuarial, behavioral, and economic models that are used for retirement forecasting, focusing on models of federal retirement program costs, civilian retirement decisions, and retirement income. GAO wished to determine to what extent the models have been documented, to what extent the models are updated and revised, and their forecasting accuracy. Of the 71 models GAO reviewed, 32 were retirement decision models, and 4 were retirement income models. GAO found that documented models do exist for all three retirement outcomes and that considerable effort has been made in their development and maintenance. However, model forecasts are vulnerable in several areas, including the adequacy of model documentation, the frequency or recency of model maintenance, the existence of evaluative information on model validity, and the quality of model data. With regard to documentation, GAO found that while models in all three categories have been documented, the amount, completeness, and content of the documentation varies. With regard to model maintenance or updating, this occurs regularly for program cost models, infrequently for retirement decision models, and periodically retirement income models. Therefore, for some models, rejections are based on antiquated data. With regard to validity (forecasting accuracy), GAO found that there is a serious lack of published information for most models and little evidence that serious attempts at validation are being made. The GAO concluded that Congress may wish to provide additional guidance to federal agencies responsible for the development and maintenance or retirement forecasting models. (KC)

ED 279 860 CE 046 549 Project SEED, 1984-1985. Final Report. New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Office of Educational Evaruation.
Pub Date—85
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors—"Ancillary School Services, Career
Development, Career Education, Counseling Services, Daily Living Skills, "Dropout Programs,
"Early Parenthood, "High School Equivalency
Programs, "Job Skills, "Job Training, Pilot
Projects, Secondary Education, Vocational Edu-

cation, Youth Programs
Identifiers—Project SEED
The Adult Education Services for Teenage Parents program, funded by the Job Training Fartnership Act and the State Education and Employment Demonstrations (SEED), was a pilot program designed to provide educational training, job readiness training, and support services for students 16 to 19 years old who had left school. Young parents were to be referred by the General Social Services Agency (GSS), given educational assessments, and grouped according to reading level. They were to receive a stipend for transportation and child care. The program, which served 37 students had some limited success. The educational and child care components and the transportation subsidy were implemented. Teachers generally looked upon the program goals. Students looked on the program favorably and indeged that their basic skills and knowledge of useful occupational skills increased over the course of the program. Six participants passed the General Equivalency Diploma (GED) exam. Problems were poor articulation between GSS and SEED, late receipt of funds for carfare and baby sitting, and lack of data needed to measure the achievement of program objectives. (YLB)

CE 046 550

ED 279 861

CE 046 550

Park West High School Vecational and High
School Equivalency Billingsal Program 1985-86.

OEA Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86

Grant—Gool-30-2133

Note—38p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF91/PCU2 Plus Postage.

Descriptors—Academic Achievement, Ancillary

School Services, \*Billingual Education, \*English
(Second Language), \*Itigh School Equivalency

Programs, High Schools, \*Limited English Speaking,

Programs, High Schools, \*Limited English Speaking,

Programs, Spanish Speaking, \*Vocational

Education struction, Spanish Education

Identifiers-\*Mainstreaming (Non English Speak-

Education
Identifiers—"Mainstreaming (Non English Speaking)
The Vocational and High School Equivalency Bilingual Program helped students with limited English proficiency develop their English language skills enough to enable them to participate effectively in mainstream classes and compete successfully in the United States labor market. During 1985-86 the program provided English as a second language and bilingual content-area instruction to 229 students in grades 9 to 12. The program functioned as a mini-school within Park West High School in New York City. Major emphasis was on mainstreaming students into one of the vocational mini-schools or onto an academic track. Support services included guidance, ecademic and career counseling, school and outside referrals, and family contacts provided by a guidance counselor, family assistant, resource teacher, grade advisor, and project coordinator. Quantitative analysis of student achievement data indicated that the percentage of students mastering one CREST (Criterion Referenced English Syntax Test) skill per month of instruction was over 70 percent; students made statistically significant gains on La Prueba de Lectura (assessment of mastery of the native language); over 90 percent of the students passed business/vocational courses; over 90 percent of them were expediend in mainstream vocational courses; and program participants had a higher attendance rate than mainstream students. (YLB)

ED 279 862 CE 046 552 ED 279 862 Gruber, David Davidson, Frazierita State Employment Initiatives for Youth, An As-sessment of the Demonstration. Public/Frivate Ventures, Philadelphia, PA. Pub Date—Nov 86

Note-62p. Available

Note-62p.

Available from—Public/Private Ventures, 399
Market Street, Philadelphia, PA 19106 (\$5.00).

Pub Type—Reports - Evaluative (142).

EDRS Price - MF01 Phs Postage, PC Not Available from EDRS.

Descriptors—Agency Cooperation, Career Education, Coordination, \*Demonstration Programs, \*Disadvantaged, Models, \*Needs Assessment, Program Effectiveness, Program Evaluation, Sec-

ondary Education, Statewide Planning, Unemployment, \*Youth Employment, \*Youth Pro-

-\*State Employment Initiatives for

grams
Identifiers—\*State Employment Initiatives for Youth
The State Employment Initiatives for Youth
The State Employment Initiatives for Youth
(SEIY) demonstration was designed to test a model approach to state-level planning and local programming for youth at risk of chronic unemployment using existing public resources. As an initial step, the demonstration required that the governor in each of three participating states—Massachusetts, South Carolina, and Oregon—appoint a Youth Coordinating Council. States also provided initial funding. The councils were asked to take two initial planning steps: to complete a needs assessment to identify strengths and deficiencies in the youth serving system and to develop a comprehensive strategy for making improvements in youth services through a process that included establishing priorities for local programs. The SEIY approach increased the priority and degree of attention given at-risk youth by participating state agencies, produced improvement in state-level interagency collaboration on issues of service to at-risk youth, increased the range of services available to at-risk increased the range of services available to at-risk youth, and increased collaboration at the local level. The demonstration did not effectively promote the and communitation and not effectively promote the needs of at-risk youth as a priority for governors and state legislatures. Institutionalization of the Youth Coordinating Council process was proceeding in Oregon and Massachusetts. (YLB)

ED 279 863 CE 046 553

Norton, Lee And Others
Improving Vocational Programs for Female Inmates: A Comprehensive Approach to Quality

Norton, Lee And Others
Improving Vocational Programs for Female Inmates: A Comprehensive Approach to Quality
Programs.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—116p.
Pub Type—Reports - Research (143)
EDRS Price - MF0I/PC05 Plus Pustage.
Descriptors—Adult Education, Adult Vocational
Education, "Correctional Education, Females,
Guidelines, Prisoners, Program Development,
Program Evaluation, "Program Implementation,
Program Improvement, "Vocational Education
This publication provides guidelines and support
to sid corrections administrators in improving the
quality and quantity of vocational education programs offered at their institutions for female inmates. Chapter 1 introduces a comprehensive
approach to programs that calls for systematic use
of four steps: Chapter 2 describes the four steps:
planning, selection, implementation, and evaluation. An action plan is described in terms of its five
phases, with a list of activities and supporting narrative in each phase. The five phases are assessment
of current status, preparation for program selection, norgram selection, program implementation, and
program assessment. A flowchart is provided. Chapthases, with a list of activities and supporting narrative in each phase. The five phases are assessment
of current status, preparation for program selection, program implementation, and
program assessment. A flowchart is provided. Chapthases, with these needs and problems. Four appendizes contain a listing of names and addresses of all
federal and state prisons for women, a description of
the National Center for Innovation in Corrections
at George Washington University, a listing of resource organizations, and seven case studies on corrections institutions for women in six states. (YLB)

ED 279 864

CE 046 566

CE 046 566 Blakely, Thomas J.
Continuing Educators' Attitudes toward Professional Program Delivery.
Pub Date—Oct 86

Pub Date—Oct 86

Note—24p.; Paper presented at the National University Continuing Education Association Region IV Meeting (Minneapolis, MN, October 1986). Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Administrator Attitudes, \*College Programs, Continuing Education, Credit Courses, Curriculum Development, \*Deans, \*Delivery Systems, Educational Planning, Higher Education, Professional Continuing Education, \*Professional Continuing Education, \*Professional Continuing Education, Professional Education

A study examined the beliefs that the deans/directors of continuing education had about the delivery of professional education programs through continuing education. Data were collected through a mailed questionnaire sent to 60 deans and directors of continuing education departments/divisions of universities and colleges that are members of Region IV of the National University Continuing Education Association. (Region IV covers Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.) The questionnaire contained demographic items and 50 declarative statements about university/college policies about professional program faculty and student involvement in the delivery of credit courses through a continuing education system. Usable responses were returned by 39 members (a 65% response rate). Respondents represented a cross section of institutions in terms of size, with a substantial number of students involved in continuing education, strong indication of independent administration, and a sizeable involvement in regional center operations. Questionnaire items were divided into subsets for analysis. Results suggested that student services and institutional involvement in planning for courses were more significantly related to continuing education activity than were faculty preference, institutional pressures, or faculty rewards. Rewards for continuing in continuing education was not required by contract or agreement between the university and the faculty bargaining unit or senate. (YLB)

ED 279 865

Faculty bargaining unit or senste. (YLB)

ED 279 865

CE 046 567

Making America Work Again, Jobs, Small Business, and the International Challeage.

National Commission on Jobs and Small Business, Washington, DC.

Report No.—ISBN-0-9617931-0-4

Pub Date—87

Note—81p.

Available from—National Commission on Jobs and Small Business, 1025 Connecticut Avenue, NW, Washington, DC 20036 (1-10 copies-57.95; 11-25 copies-56.95; 26+ copies-57.95; 11-25 co

ED 279 866
Rockwell, S. Kay Tate, Thomas G.
Interactive Videodisc in Extension: Strategies for
Assessing the Technology's Application. NCES
Videodisc Report No. 11.
Nebraska Univ., Lincoln. Cooperative Extension

Pub Date-Oct 86

Pub Date—Oct 86

Note—22p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Evaluation Criteria, \*Evaluation Methods, \*Extension Education, \*Instructional Material Evaluation, \*Interactive Video, Postsecondary Education, \*Videodiaks

This guide is intended to assist cooperative extension personnel in developing, using, and evaluating interactive videodisk programs designed for adult learning situations. The first part of the guide discusses the benefits of interactive video as an instructional medium and describes a pilot project funded by the Extension Service and U.S. Department of Agriculture entitled "Cash Flow Planning for Farmers." Procedures for evaluating the pilot project and replicating it at county sites are outlined along with the feedback obtained from the farmers who tested the program concerning what they liked or would have liked to see included in the program. The second part of the guide, which deals with evaluating interactive videodisks in cooperative extension, includes general evaluation guidelines, procedures for conducting a process evaluation throughout the planning and production stages and questions for the planning and production stages and questions related to check disca), and techniques for assessing the utilization of interactive videodisk in cooperative extension (short- and long-term needs). The final section, which covers the implications of interactive videodisk for research in adult education, discusses research on and research with videodisks. The guide is a combination of two papers, "Utilization of Interactive Videodis on Extension: Strategies for Assessing the Technology's Application" (originally presented at the American Evaluation Association's October 1986 meeting,) (MN) eeting.) (MN)

ED 279 867 CE 046 587 ED 279 867
Vocational-Technical Education in Massachusetts.
Preparing for the 21st Century. A Strategies
Conference (Milford, Massachusetts, October
23-24, 1986). Executive Summary.
Massachusetts Univ., Amherst. Inst. for Govern-

mental Services.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Oct 36

te—34p. b Type— Collected Works - Proceedings (021)—

Note—34p.

Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Articulation (Education), Competency Based Education, Cooperative Programs, Coordination, Coping, Curriculum Development, Educational Change, Educational Cooperation, Educational Finance, "Educational Innovation, Educational Finance, "Educational Innovation, Educational Planning, Futures (of Society), "Personnel Needs, Postsecondary Education, Program Effectiveness, "Public Relations, Secondary Education, Shared Facilities, Shared Resources and Services, Statewide Planning, Student Needs, Technological Advancement, "Vocational Education

tion Identifiers—\*Massachusetts

tion
Identifiers—"Massachusetts
This executive summary provides an overview of activities and a listing of the recommendations and strategies developed by participants at a conference on vocational/technical education. These four major themes are highlighted: the need to improve the image of vocational education through better communication with the public and special interest groups, the need for more private sector involvement, the need to incorporate more flexible requirements and standards in vocational education, and the need for more cooperation among organizations providing vocational-technical education. Listings are provided of the recommendations and/or suggested strategies for meeting current challenges facing vocational-technical education as determined by the nine task groups. Where possible, specific implementation activities are listed for each strategy. The nine challenges that were the focuses of the task groups are (1) financing innovation and change, (2) improving image, (3) coping with changing technology, (4) staffing, (5) keeping curriculum current, (6) strengthening academics, (7) serving diverse populations, (8) identifying roles for the private sector, and (9) improving coordination. (YLB)

CE 046 590 ED 279 868

CE 046 590

Jeska, Elizabeth E. White, Cynthia
Computer Usage Survey for NUCEA Region IV.
Summary and Observations.
Lowa State Univ. of Science and Technology, Ames.
Pub Date—86

Note.—10.

Pub Date—86
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postag

Descriptors—\*Computer Literacy, Computer Managed Instruction, Computer Oriented Programs, Computers, \*Computer Science Education, Computer Software, Conferences, \*Continuing Education, Courseware, \*Equipment Utilization, Learning Laboratories, Microcomputers, \*Post-secondary Education, Program Content, Questionnaires, School Registration, Use Studies Identifiers—\*National University Continuing Education

tionnaires, School Registration, Use Studies Identifiers—"National University Continuing Education Asson
The 57 institutional members of Region IV of the National University Continuing Education Association (NUCEA) were asked to provide information on computerization for teaching and conference use. Forty institutions (70 percent) responded. Sixty percent of the respondents indicated having a computer teaching facility. Of the 16 schools without a teaching laboratory, 13 did have computerized registration programs. Three institutions had neither, and 2 of the 40 had no plans to automate for either purpose. Thus, the teaching function was given a high priority, but not as high as that given to computerized office services. IBM, Zenith, and Apple hardware were the top 3 types used for teaching, and 24 types of software were used. Business and professional applications such as accounting and financial planning are projected to increase sharply conference and noncredit offerings were expected to be instituted in five institutions, and credit programs were expected to a fire a currently being taught was computer training. Introductory courses were projected to stay about the same. Fees ranged from none to \$700 depending on course hours and level. Most institutions were experiencing and still expected an increase in teaching lab usage. IBM equipment was predominant among the 29 institutions with a computerized registration system, and 40 percent created their own program configuration. (The survey data are summarized on the copy of the questionnaire provided.) (MN)

ED 279 869 CE 046 591 Milburn, Val

Understanding Instructions.
Leeds City Council Dept. of Education (England).
Pub Date—86

Understanding Instructions.

Leeds City Council Dept. of Education (England). Pub Date—86
Note—86
Note—86
Note—86
Note—369.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Avaliable from EDRS.
Descriptors—°Adult Basic Education, "Adult Literacy, Daily Living Skills, Learning Activities, "Literacy Education, Mnemonics, "Reading Skills, "Serial Ordering, "Writing Skills (Identifiers—Pollowing Directions
This guide is intended to help adult basic education (ABE) teachers teach their students to understand instructions in their daily lives. The 25 learning activities included all develop students visills in the area of following directions by using basic situations drawn from everyday life. The following activities are included: sequencing pictures (pictures of the steps involved in wallpapering a room and putting up a TV aerial); matching instructions from signs and signals, sequencing written instructions (cooking savory rice and using a packet of cake mix); understanding flowcharts (how to boil an eag and make a cup of tea); following directions; understanding instructions and diagrams (wiring a plug); understanding instructions (when sowing seeds, using a gas station, putting up a shelf, and tiling a wall); understanding instructions for packages and goods; remembering instructions including instructions for a Spanish omelette). (MN)

CE 046 592 Mazie, Sara Mills Bluestone, Herman Assistance to Displaced Farmers. Issues in Agricul-tural Policy, Agriculture Information Bulletin Number 508.

omic Research Service (DOA), Washington, DC

D.C.
Pub Date—Mar 87
Note—8p.; Brief segments that use blue ink on a blue background will not reproduce clearly.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Agricultural Education, \*Dislocated Workers, \*Employment Programs, Farmers, Federal Aid, \*Federal Programs, Job Training, \*State Programs

Evolving federal, state, and local government programs are belping displaced farmers and their families make a transition to nonfarm jobs. To make a successful transition, farm families need personal support, which could include counseling, moral support, help in assessing their financial condition, and legal and technical information to help them adjust to new circumstances and make decisions in selling their farm assets. Displaced farm families need financial bridges—a source of income until they can obtain work in the nonfarm sector. They also need help to find work. Skills assessment, classroom and on-the-job training, and job search and relocation assistance can help them find new work. The main federally funded source of help is the dislocated worker programs authorized by the Job Training Partnership Act (JTPA). Displaced farmers may be eligible for still other JTPA programs. (YLB)

conomic Adjustment and Worker Dislocation in a Competitive Society. Report of the Secretary of Labor's Task Force on Economic Adjustment and Worker Dislocation.

Labor's Task Force on Economic Adjustment and Worker Dislocation.

Department of Labor, Washington, D.C.

Pub Date—Dec 86

Note—205p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Adjustment (to Environment),

Change Strategies, "Competition, "Pbislocated Workers, "Economic Factors, Government Role,

Policy Formation, Private Financial Support, "Public Policy," Reduction in Force, Relocation,

Retraining

Policy Formation, Private Financial Support, 
Public Policy, "Reduction in Force, Relocation, 
Retraining Identifiers—Private Sector 
According to the Bureau of Labor Statistics 
(BLS), between 1981 and 1986 approximately 10.8 
million persons lost jobs in a manner suggesting that 
the job loases would be permanent. Experienced 
workers with three or more years of tenure made up 
about 5.1 million of the total number of individuals 
whom BLS reports have termed "displaced workers." When such dislocation affects a large number 
of workers in one area, both the affected workers, and their communities can be devastated. Although 
many employers, particularly the larger ones, appear to feel obligated to assist dislocated workers, 
many appear to do little, if anything, before, during, 
or after a mass layoff. The responses from government have also been spotty and rather narrowly 
focused. After examining the methods that have 
been adopted by other industrialized countries to 
facilitate the adjustment of workers dislocated 
by structural change, the Task Force on Economic Adjustment and Worker Dislocation concluded that 
the most successful dislocated worker adjustment 
programs are those in which employers and workers 
are directly involved in program design and delivery. An identifiable public agency should be available to assist dislocated workers and inkages and 
coordination between public and private efforts to 
assist dislocated workers must be expanded. The 
task force formulated 10 specific recommendations 
for policymakers to consider in the area of worker 
dislocation. The document includes an extensive 
chart outlining federal employee protection law 
from 1887 to 1979. (Appendizes making up about 
two-thirds of the document includes an extensive 
chart outlining federal employee protection law 
from 1887 to 1979. (Appendizes making up about 
two-thirds of the document includes an extensive 
chart outlining federal employee protection law 
from 1887 to 1979. (Appendizes making up about 
two-

CE 046 595 ED 279 872

Taylor, Barbara
Achieving Common Expectations for Overall Goals
amid Diversity among Cooperative Extension

amid Diversity among Cooperative Extension
Faculty.
Pub Date—Oct 86
Note—Ilp; Paper presented at the Annual Meeting of the American Association for Adult and
Continuing Education (Hollywood, FL, October
22-26, 1986).

22-26, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Attitude Change, College Faculty,
"Expectation, "Extension Education, Organizational Change, "Organizational Development,
"Organizational Objectives, Postsecondary Education, "Statewide Planning, "Teacher Attitudes
Identifiers—"Florida
As a part of the initial phase of a strategic planning
effort for the development of Florida's 1988 through

1991 long-range cooperative extension program, an effort was initiated to achieve common expectations for overall organizational mission and purpose among diverne cooperative extension faculty. The unification effort included the following five phases: a state conference focusing on environmental scanning and the extension's organizational mission and capabilities, program area conferences focusing on state and national trends and issues related to the program area, district conferences with all county faculty reviewing county situational unalysis and problems identified, regional work sessions to design programs and develop plans of work through agent/specialist design teams, and development of promotional strategies for county and state the programs. The 510 persons who attended the statewide conference were organized into 20 different working groups of about 25 persons per group. A followup questionnaire mailed out about a month after the conference indicated that the majority of both the county and state extension faculty who attended had approached the task with diverse and often conflicting interests. After working through the group process, however, they began to reach a common understanding of the extension service's mission and purpose. All four of Kotler's predicted organizational responses to change (denial, opposition, modification, and relocation) could be seen as the group worked through the tasks assigned them. Feedback obtained after the conference indicated that the majority of participants left it with a renewed sense of purpose and with a desire to move to the subsequent phases of the state planning effort. (MN)

CE 046 596 ED 279 873 CE 046 59
lima County Adult Education Program's ABE
Curriculum Project 1985-86, Final Report and
Evaluation.

Pina County Adult Education Program's ABE
Curriculum Project 1985-86. Final Report and
Evaluation.
Pina County Schools, Tucson, Ariz.
Pub Date—86
Note—389.
Pub Type—Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Pries - MP01/PC2 Pins Postage.
Descriptors—8-Ault Basic Education, Check Lists,
"Curriculum Development, "Evaluation Criteria,
High School Equivalency Programs, Material Development, "Needs Assessment, Program Covent, Program Development, Questionnaires,
Remedial Instruction, Special Programs, "Student
Evaluation, "Student Needs
Identifiers—310 Project
In 1985-1986 the Pina County Adult Education
program conducted an adult basic education (ABE)
curriculum project that was intended to devise materials for use in determining and remediating content gaps in the district's adult basic education and high school equivalency programs. The needs assessment instrument, which was designed to discover information gaps rather than to assess reading level, turned out to be 20 pages long and included questions ranging from reading comprehension to writing to grammar to science, social studies, arithmetic, and common abbreviations. Since the intent of the student survey was to assess student knowledge rather than reading level, the survey's reading level than the second of the project, materials appropriate to the different skill and content levels identified (including tests, workbooks, and teacher-developing learning activities) were collected, assessed, and compiled. Next, a discrete class was established in each learning center to provide instruction to the target population identified through the survey instrument. Although the progress of ABE students is generally slower and harder to measure, it appears that the special ont. A manual was developed for dissemination throughout Arizona's ABE programs and representatives from various programs within the state were given the opportunity to observe the classes. (An ABE curriculum checklist, ABE curriculum bibliography, and the 20-page student knowledge

ELD 279 874

Heating, Air Conditioning and Refrigeration, Vectorial Education Curriculum Guide: Industrial and Technical Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Pub Date—Feb 87

Note—153p.

Note—133p.

Available from—West Virginia Vocational Curricu-lum Laboratory, Cedar Lakes Conference Center,

Ripley, WV 25271.

Pub Type— Guides - Classroom - Teacher (052)
EDBS Price - MF01/PC07 Plas Postage.

Descriptors— Air Conditioning, Air Conditioning
Equipment, Behavioral Objectives, 'Competency
Based Education, 'Course Content, Educational
Resources, Fuel Consumption, Fuels, 'Heating,
Job Stills, Lesson Flans, Postsecondary Education,
Resources, Fuel Consumption, Fuels, 'Heating,
Job Stills, Lesson Flans, Postsecondary Education,
Refrigeration, Secondary Education, State
Curriculum Guides, Teaching Methods, Thermal
Environment, Trade and Industrial Education,
Units of Study, Ventilation, Vocational Education
Identifiers— West Virginia

This curriculum guide contains 17 units that provides the basic curriculum components required to
develop lesson plans for the heating, air conditioning, and refrigeration curriculum. The guide is not
intended to be a complete, self-contained curriculum, but instead provides the teacher with a number
of informational items related to the learning outcomes and allows the teacher flexibility to design
instruction most appropriate for the learner and
learning environment. The units of instruction contain the following components: learning outcomes;
associated tasks; performance standards; lists of
tools, equipment, resources, and limiting contraints; performance steps; and enabling objectives.
The units cover the following topics: tubing, fitting,
soldering, and brazing; basic compression refrigeration; domestic refrigeration; introduction to elecricity; electrical components; electric motors;
wiring diagrams; window air conditioners; residential and commercial air conditioning; commercial
industrial air conditioning; commercial refrigeration; gas heating; oil heating; electric heating; hest
pump, solar, and hydronics; dehumidifiers and humidifiers, and heat gain, heat loss, and duct design.

(KC)

CE 046 608 ED 279 875 ED 279 878

CE 046 6008

Industrial Equipment Maintenance, Vocational

Education Curriculum Guide, Industrial and
Technical Education.

West Virginia State Vocational Curriculum Lab.,
Cedar Lakes.

Pub Date-Mar 87

Note—95p.
Available from—West Virginia Vocational Curricuhum Laboratory, Cedar Lakes Conference Center,
Ripley, WV 25271.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
Pub Type—Guides · Classroom - Teacher (052)
EDRS Price - MF0L/PCD4 Plas Postage.
Descriptora—Behavioral Objectives, \*Competency Based Education, \*Course Content, Curriculum Development, Educational Resources, Electricy, \*Equipment Maintenance, Job Skills, Lesson Plans, Machine Tools, \*Mechanics (Process), Piumbing, Postsecondary Education, Scondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education, Welding Identifiers—"West Virginia
This curriculum guide contains 10 units that provide the basic curriculum components required to develop lesson plans for the industrial equipment maintenance curriculum. The guide is not intended to be a complete, self-contained curriculum but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instructional activities, select resources, and deliver instruction most appropriate for the learning outcomes; associated tasks; performance standards, lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units over the following topics: industrial mechanics; hydraulic/pneumatic systems; crane elevators; electrical equipment to be carried in an industrial equipment maintenance standards tool kit control equipment animenance standards tool kit control equipment in the control of t

CE 046 609

ED 279 876

CE 046 609

Electrical Occupations and Residential Electricity, Vocational Education Curriculum Guide.

Industrial and Technical Educatioa.

West Virginia State Vocational Curriculum Lab.,
Cedar Lakes.
Pub Date—Mar 87

Note—99p.
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center,

Ripley, WV 25271.

Ripley, WV 25271.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, Building Trades, "Competency Based Education, Construction (Process), "Course Content, Curriculum Development, Educational Resources, "Electric Circuits, "Electricicans, Electric Circuits, "Electricicans, Electricicity, Job Skills, Lesson Plans, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education

trial Education, Units of Study, Vocational Education Identifiers—\*West Virginia
This curriculum guide contains eight units that provide the basic curriculum components required to develop lesson plans for the electrical occupations/residential electricity curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction constain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: computer service loads; installing electrical environmental control components; installing lighting fixtures; installing service entraces; installing switch boxes and outlets; maintaining existing wiring; roughing in feeder, branch circuit cables, and circuits; and trimming out. A list of equipment to be carried in an electrical occupations/residential electricity tool kit completes the guide. (KC)

Masoury, Vocational Education Curriculum Guide.
Industrial and Technical Education.
West Virginia State Vocational Curriculum Lab.,
Cedar Lakes.
Pub Data—Mason

Pub Date-Mar 87

Pub Date—Mar 87

Note—62p.
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, \*Competency Based Education, \*Construction (Process), Construction Materials, \*Course Content, Curriculum Development, Educational Resources, Hand Tools, Job Skills, Lesson Plans, \*Masoarry, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education Identifiers—"West Virginia

This curriculum guide contains five units that pro-

tion, Units of Study, Vocational Education Identifiers—West Virginia
This curriculum guide contains five units that provide the basic curriculum components required to develop lesson plans for the masonry curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: foundations and footings; laying a jointing and foring; constructing residential chimneys and fireplaces; constructing buildings; and constructing concrete masonry. (KC)

CE 046 611 Metal Trades Combined. Vocational Education
Curriculum Guide, Industrial and Technical Edu-

West Virginia State Vocational Curriculum Lab.,

Cedar Lakes. Pub Date—Mar 87

Note—79p.
Available from—West Virginia Vocational Curricu-lum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC04 Plas Postage.
Descriptors—Behavioral Objectives, \*Competency Based Education, \*Course Content, Curriculum

Development, Educational Resources, Pinishing, Hand Tools, Job Skills, Lesson Plans, "Machine Tools, Metal Industry, "Metal Working, Post-secondary Education, Secondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education, "Welding Identifiers—"West Virginia

This curriculum guide contains nine units that provide the basic curriculum components required to develop lesson plans for the combined metal trades curriculum. This guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: blueprint reading, sketching, and layout; hand tool and bench work; cutting and welding oxyacetylene; metallic and tungsten inert gas welding; pressing; drilling; power sawing; operating lathe; and operating milling machine. (KC)

Machine Shop, Vocational Education Curriculum Guide, Industrial and Technical Education. West Virginia State Vocational Curriculum Lab., Cedar Lakes. CE 046 612

Cedar Lakes.

Pub Date—Mar 87

Note—141p.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MPBI/PC06 Pus Postage.

Descriptors—Behavioral Objectives, "Competency Based Education," Course Content, Curriculum Development, Educational Resources, Job Skills, Lesson Plans, "Machine Tools, "Machinists, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education

State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education Il Education Il Centifiers—West Virginia

This curriculum guide contains nine units that provide the basic curriculum components required to develop lesson plans for the machine shop curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps, and enabling objectives. The units cover the following topics: beach work; layout; drill press; power saw; lathe; shaper; milling machine; surface grinder; and special milling processes. (KC)

ED 279 880 CE 046 613 CE 046 613
Carpentry, Vocational Education Curriculum
Guide, Industrial and Technical Education.
West Virginia State Vocational Curriculum Lab.,
Cedar Lakes.
Pub Date—Mar 87

Note—111p.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center,

Ripley, WV 25271.

hum Laboratory, Cedar Lakes Conterence Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC05 Plus Pestage.

Descriptora—Behavioral Objectives, \*Building Trades, \*Carpentry, \*Competency Based Education, \*Construction (Process), \*Course Content, Educational Resources, Equipment, Hand Tools, Lesson Plans, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Units of Study, Vocational Education Identifiers—West Virginia

This curriculum guide contains 12 units that provide the basic curriculum components required to develop lesson plans for the carpentry curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the

learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: reading blueprints; selecting, purchasing, and storing material; cutting, shaping, and fastening; preparing building site; preparing concrete forms; framing floors; framing walls; framing roof ond celing; installing roof; finishing exterior; finishing interior; and constructing stairs. A list of items to be included in a standard carpentry tool kit completes the guide. (KC)

Later at 7 56.1 CE 046 614 Integrated Computing, Vocational Education Curriculum Guide, Business Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Pub Date—Jan 87

Note—31p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Business Education, Competency Based Education, \*Computer Literacy, \*Computers, Computer Software, Curriculum Guides, Databases Management Systems, Databases, \*Data Processing Occupations, Job Skills, \*Keyboarding (Data Entry), \*Office Occupations Education, Standards, \*Word Processing

Job Skills, "Keyboarding (Data Entry), "Office Occupations Education, Standards, "Word Processing. This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the area of integrated computing. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into 15 learning outcomes. Each learning outcome is divided into one to three associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include keyboarding techniques on the computer keyboard, computer literacy, the concept of integrated software, use of specialized and integrated software, word processing, proofreading, spreadsheets, file and database management, telecommunications and electronic mail, accounting applications, and database creation. (YLB)

CE 046 615

Machine Transcription. Vocational Education Curriculum Guide. Business Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Pub Date: Recommendation of the Commendation of t

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Pub Date—Feb 87
Note—669.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Behavioral Objectives, \*Business Correspondence, Business Education, Pusiness Skills, Competency Based Education, Curriculum Guides, Job Skills, Office Machines, \*Office Occupations Education, Standards Identifiers—\*Machine Transcription
This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the area of machine transcription. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into 2 units—basic concepts and transcribing business correspondence—and 7 and 16 learning outcomes is divided into one to seven associated tasks. For each task these types of information are pro-

vided: performance standard; required tools, re-sources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning out-comes focus include machine transcription in busi-ness; proofreading; transcription akills; career opportunities; machine transcription media and equipment; the work station; listening skills; gram-mar skills; development of foot, ear, and hand coor-dination; use of reference materials; business letter styles; daily logs; and human relations skills. (YLB)

dination; use of reference materials; business letter styles; daily logs; and human relations skills. (YLB)

ED 279 883

CE 046 616

Shorthand I. Vocational Education Carriculum

Guide. Business Education.

West Virginia State Vocational Curriculum Lab.,
Cedur Lakes.
Pub Date—Feb 87

Note—22p.; For Shorthand II, see CE 046 617.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MFDI/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Business Education, "Business Skills, Competency Based Education, "Sucriculum Cuides, "Dictation, Job Skills, Office Occupations, "Office Occupations Education, "Shorthand, Standards Identifiers—Transcription

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the first course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning outcomes. Bach learning outcome activities, instruction, and evaluation of learner performance. This area of study is divided into eight learning outcomes. Bach learning outcome is divided into er or two associated tasks. For each task these types of information are provided: performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from textbook places on the provided performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from textbook places on the one of the sanceribing from shorthand, and transcribing and transcribing from shorthand, and transcribing materials containing transcription errors. (YLB)

CE 046 617

ED 279 884

CE 046 617

Shorthand II. Vocational Education Curriculum Guide. Business Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Pub Date—Feb 87

Note—18p.; For Shorthand I, see CE 046 616.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Business Education, "Business Skills, Competency Based Education, Curriculum Guides, "Dictation, Job Skills, Office Occupations, "Office Occupations Education," Shorthand, Standards Identifiers—"Transcription

This curriculum guide provides the basic curriculum This curriculum guide provides the basic curriculum.

Office Occupations, \*Office Occupations Education, \*Shorthand, Standards Identifiers—Transcription
This curriculum guide provides the basic curriculum components required to develop leason plans that address the learning outcomes for the second course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into aix learning outcomes. Each learning outcome is divided into one or two associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from homework notes and textbook plates, writing shorthand outlines, transcribing shorthand outlines, taking dictation, and transcribing unpreviewed, new material from dictation. (YLB)

ated Delivery of Job Placem

gan. Facilitator's Handbook, terris State Coll., Big Rapids, MI. Center for Occu-

pational Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Pub Date 86

Note—121p.; For a related reference guide, see CE 046 624.

046 624.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PO18 Plus Pestage.
Descriptors—Coordination, Data Collection, Delivery Systems, Evaluation Criteria, Evaluation
Methods, \*Formative Evaluation, \*Job Place-

ment, Needs Assessment, Planning, Program Development, \*Program Evaluation, \*Program Improvement, Questionnaires, \*Research Methodology, State Surveys, \*Statewide Planning

odology, State Surveys, \*Statewide Planning Identifiers—\*Michigan
This guide is intended to serve as a tool for use in examining Michigan's existing job placement program. The job placement status study and planning process outlined in the handbook and the related materials presented have been coordinated with other assessment and planning instruments currently in use by vocational educators in Michigan. The first section discusses program components, describes an operational model, and outlines goals and objectives for coordinated job placement. Discussed next are a review and planning procedure, planning sectures and procedure and planning procedure. objectives for coordinated job placement. Discussed mext are a review and planning procedure, planning steps, and the job placement program status and planning cycle. The third section covers procedures for developing and conducting a status study and includes master, job placement personnel, administrator, guidance personnel, vocational /occupational instructor, employer, and student questionnaires. instructor, employer, and student questionnaires. The final section describes the following steps in conducting a status study: selecting participants and assigning review numbers, sampling and random sampling, recordkeeping, designating sample sizes, assigning status study numbers, completing tally sheets, using external expertise, conducting an except (susardian review, conducting an except (susardian review). ternal team review, conducting a parent/guardian survey, selecting respondents and telephone interviewers, developing a sample script for a telephone survey, completing a facilitator's activity planning sheet, requesting information, tabulating data, and compiling a sample technical report. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legis-

ED 279 886 CE 046 624 CE U40 624
Coordinated Delivery of Job Placement in Michigan. Reference Guide.
Ferris State Coll., Big Rapids, MI. Center for Occu-

pational Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Pub Date-86

Pub Date—86
Note—81p.; For a related facilitator's handbook, see CE 046 623.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Guides, "Coordination, "Delivery Systems, Educational Legislation, Evaluation Criteria, Evaluation Methods, Federal Legislation," \$10.00 Placement Models, Needs. Evaluation Criteria, Evaluation Methods, Federal Legislation, "Job Placement, Models, Needs As-sessment, Planning, "Program Administration, Program Evaluation, Public Education, State Legisla-tion, "Statewide Planning Application," Michigan

tion, "Statewise Planning Identifiers "Michigan This guide is intended to serve as a reference and procedural tool for use by state and local decision makers in guiding existing and future public education-based job placement efforts in Michigan. The first section gives an overview of job placement in Michigan public education and the rationale for Michigan public education and the rationale for public education-based job placement; it also discusses what public education-based job placement is and whom it served. Discussed in a section on program operation are the following topics: an operational model for public education-based job placement, goals and objectives for coordinated job placement, a description of operational system complacement, a description of operational system com-ponents, relationships of job to agency resources/p-ersonnel, personnel alternatives for delivering job placement, identification of potential agencies for delivery of support services, job placement delivery system models, and staff qualifications and compe-tencies. The third section, which deals with program review and planning strategies, outlines a review

and planning procedure and provides a facilitator's activity planning sheet and status study master questionnaire. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legislation. (MN)

ED 279 887 CE 046 626

CE U46 626
Goodman, Jane And Others
Carriculum Guide for Employability Skills Training: Instructional Materials for Opening Doors.
Michigan State Univ., East Lansing; Oakland
Univ., Rochester, Mich. Continuum Center for

Spons Agency-Michigan State Dept. of Educa-tion, Lansing. Vocational-Technical Education

Service. Pub Date-86

Note-361 638-639 -36p.; For related documents, see ED 255

Note—39p.; For related documents, see ED 253

Available from—Michigan Career Education and Vocational Education Resource Center, 133

Erickson Hall, Michigan State University, East Lansing, MI 4824-1034 (S2.50)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, \*Career Education, Competency Based Education, Employee Relationship, \*Employment Interviews, \*Employment Potential, Employment Practices, \*Job Application, \*Job Search Methods, Learning Activities, Leason Plans, Records (Forms), \*Resumes (Personal), Secondary Education, Self Evaluation (Individuals), Taxes, Telephone Usage Instruction

This guide contains 21 task sheets for use in help-

phone Usage Instruction
This guide contains 21 task sheets for use in helping students develop job-hunting skills. The following employability skills are addressed in the individual task sheets: compiling a list of personal attributes, identifying a list of areas of work that will provide personal job satisfaction, determining ways of reducing levels of stress, using reference materials to compile an occupational profile, investigating non-wage-related job characteristics, developing goals and determining career objectives, performing a job search, participating in an information interview, completing a social security form, using a telephone to contact an employer, completing a job view, completing a social security form, using a tele-phone to contact an employer, completing a job application, preparing a resume, writing a letter to apply for a job, interviewing for a job, contacting a job interviewer to accept or reject a job, completing income tax withholding forms, describing perfor-mance evaluation measurements used by employmance evaluation measurements used by employ-ers, performing a continuing education program search, analyzing career information to identify op-portunities for advancement, and describing job res-ignation and dismissal practices. Each task sheet contains some or all of the following: duty statecontains some or as of the toutowing; duty state-ment, duty number, task number, task statement, achievement indicators, criteria, list of tools and equipment needed, and list of recommended re-sources. Student and class achievement record forms and a list of employability skills trainers are also included. (MN)

CE 046 630

Jenkins, Sandra Dennis, Pamela Food Service Curriculum for High School Grades 11 & 12.

Manchester Community Coll., Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education

Pub Date-25 Jul 86

Pub Date—25 Jul 86

Note—1986.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF0L/PC08 Plus Postage.

Descriptors—\*Administration, \*Cooking Instruction, Curriculum Guides, Equipment Utilization, eTood Service, \*Foods Instruction, Grade 11, Grade 12, High Schools, Learning Activities, \*Nutrition Instruction, \*Cocupational Home Economics, Public Relations, Safety, Sanitation, Secondary Education

Economics, Public Relations, Safety, Sanitation, Secondary Education
This curriculum guide is designed to provide a comprehensive educational base for food service programs. It is suitable for use in one- or two-year programs, although instructors in one-year programs will have to be selective in choice of topics. The guide is divided into 14 curriculum topics. Each The guide is divided into 14 curriculum topics. Each topic area includes student competencies; a listing of content topics; a list of learning experiences; a listing of teacher materials, such as filmstrips, films, computer applications, and pamphets; and reproducible handouts. These handouts include informations of the production of tive material and student activities (check lists, pretests, questions for guidance). The 14 topics are

as follows: orientation to the food service industry; safety; sanitation; culinary terms; weights, measures, and recipes; equipment; nutrition; menu and meal planning; customer service, principles of cookery; management—leader effectiveness; management—leader effectiveness; management—leader entroice controls; cry; management-leader etrectiveness; management-food controls; management-sales and public relations. Appendixes list sources of additional teaching materials and are a reference for trade journals, professional organizations, texts, and addresses. (YLB)

CE 046 637 ED 279 889 ED 279 889
Annual Rasearch in Nursing Education Conference
Proceedings and Abstracts (5th, San Francisco,
California, January 14-16, 1987).
National League for Nursing, New York, N.Y.
Pub Date—Jan 87

Pub Date—Jan Note—148p. Available from-Note—148p.

Available from—National League for Nursing, 10
Columbus Circle, New York, NY 10019 (\$15.00).

Pub Type—Collected Works-Proceedings (021)—
Reports - Research (143)

EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Admission (School), Bachelors Degrees, "Classroom Techniques, Cognitive Development, Educational Needs, "Educational Research, Individual Needs, "Nurses, "Nursing Education, "Outcomes of Education, Postsecondary Education, Program Development, "Program Implementation, Program Improvement, School Holding Power, Student Characteristics, Student Needs, Teacher Role, Teaching Methods These proceedings include approximately 100 abtractions."

tics, Teacher Role, Teaching Methods
These proceedings include approximately 100 abstracts of papers dealing with the following aspects
of research in nursing education: clinical judgment,
faculty roles and expectations, learning, clinical experience, ethics and moral development, implications for the nursing curriculum of clinical nursing
knowledge research, professional socialization,
technological applications in education, the needs of
registered nurses returning to school for a baccalaureate degree, cognitive and affective development,
admission and retention of students, student characteristics, faculty productivity, the nursing curricuhum, program outcomes, registered nursing versus tensucs, incurry productivity, the nursing curricu-lum, program outcomes, registered nursing versus baccalaureate, faculty roles and expectations, issues in nursing education, teaching and learning, tech-niques for presentation, educational diversity, eval-uation of stress, and instructional methods and outcomes. Also included are a conference agenda, directory of presenters, and subject index. (MN)

CE 046 638 ED 279 890

GE 046 638
Genovard, Candido And Others
Vocational Training in Spain,
European Centre for the Development of Vocational Training, Berlin (West Germany).
Report No.—ISBN-92-825-6531-9 Report No.-II

Note-171p.; Color used in a map and two diagrams

Note—171p.; Color used in a map and two diagrams will not reproduce well.

Available from—European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 (\$4.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF0L/PCU7 Plus Postage.

Descriptors—\*Adult Vocational Education, Demography, Economic Factors, Educational Attitudes, \*Educational History, Educational Needs, Enrollment, \*Financial Support, Foreign Countries, Government School Relationship, Postsecondary Education, Program Administration, \*Program Content, Program Improvement, \*School Responsibility, Secondary Education, \*Vocational Education Identifiers—\*Spain

Identifiers—\*Spain
Vocational training in Spain suffers from a fundamental initial disadvantage, namely the subsidiary position that it occupies in the general structure of the country's educational system. The situation has been aggravated by the sector's relative neglect by the government, which has been forced to concenthe government, which has been forced to concern trate its efforts on secondary and university educa-tion as a result of the rapid population growth that occurred throughout the 1970s. The remainder of society is also rather uninterested in vocational training and views it primarily as the educational option for those who do not successfully complete their elementary education. The general attitude their elementary education. The general stituture from industry is that vocational education does not provide adequate preparation for today's jobs and that its content is not geared toward meeting indus-try's needs. More than once, the government has recognized the need for closer cooperation with the employment sector in planning course content and developing occupational profiles to guide vocational training. In general, however, the lack of labor planning and clear employment forecasts have allowed wocational education to continue concentrating on sectors of the job market that are currently asturated and to give inadequate attention to sectors that are currently expanding or of vital importance to the economy. As in academic education, theory is given preeminence over practice in vocational training. The lack of teaching resources appropriate to preparation for the contemporary world of work is another of the problems inherent in the vocational education and industry are difficult to establish since the formal vocational training system begins at age 14, which is two years before youth can legally hold jobs. A map of Europe and two diagrams are provided in color; tables, figures, and a bibliography are also included. (MN)

provided in color; tables, figures, and a bibliography are also included. (MN)

ED 279 891

CE 046 640

Building a Better You. Flaal Report, 1983-86 and Classroom Activities. 1985-86.

Lutheran Social Mission Society, Philadelphis, PA. Lutheran Settlement House. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education. Pub Date—30 Jun 86

Note—23p.; The classroom activities were developed by Carria Hawkings and others. Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MP61/PO1 Plus Postage.

Descriptors—Behavioral Objectives, \*Communication Skills, \*Decision Making, \*Displaced Homemakers, Females, Learning Activities, Lesson Plans, Material Development, Older Adults, Post-secondary Education, \*Problem Solving, Secondary Education, \*Self Esteem, Workshops Identifiers—310 Project Confidence, and communications, decision-making, and problemsolving skills. The materials, which were originally developed to build self-esteem among older adults and were redesigned to help single female heads of households aged 25 to 50, may be used within the classroom or as a separate workshop series. The first activity provided is intended to teach students to schedule time for themselves and learn to appreciate themselves. Self-image and realizing one's positive attributes are covered in the third activity. The second activity is intended to teach students to schedule time for themselves and learn to appreciate themselves. Self-image and realizing one's positive attributes are covered in the third activity. The fourth activity deals with wherbal and nonverbal communication, and the final activity is intended to help students develop decision-making and

ED 279 892 CE 046 648

Greene, Catherine Barnard, Charles
Alternstive Ways to Index Farm Real Estate
Values. Technical Bulletin Number 1724.
Economic Research Service (DOA), Washington, D.C.

Pub Date—Mar 87 Note—14p

Note—14p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

U.S. Government Printing Office, washington, DC 20402. Pub Type—Reports - Research (143) EDRS Price - MP01/PC01 Plus Postage. EDRS Price - MP01/PC01 Plus Postage. Descriptors—'Accounting, Change Strategies, Comparative Analysis, 'Cost Estimates, 'Cost Indexes, 'Farm Accounts, Program Improvement, 'Property Appraisal, 'Real Estate Identifiers—Farms

The U.S. Department of Agriculture's (USDA) farm real estate value index is currently constructed with a modified Laspeyres weighted average formula, with the acreage weights changed approximately every 10 years. An analysis of acreage weights from 1974, 1978, and 1982 census data revealed, however, that substantial changes in real estate values at the state level had occurred within the time period studied. The current formula for determining farm real estate value indexes would improve if a more frequent weighting scheme were

used. Updating the acreage weights every 5 years instead of every 10 years would better represent current land use patterns and provide more consistency with the USDA dollar value farm real estate series. Two ways of improving the USDA indexing methods are possible-altering the modified Laspeyres formula or switching to a Divisia formula. The modified Laspeyres formula with weights updated every 5 years is recommended because it is more understandable to users, whereas the statistical benefits of the Divisia formula are uncertain for a farm real estate value index. A table is provided that shows that when the 1944-1945 percent change estimates are weighted with 1974, 1978, and 1982 census estimates for land in farms the estimates for the lower 48 states decrease by 14%, 14%, and 13% for the 3 years, respectively. (MN)

ED 279 893 CE 046 650

Bett, Carolyn Costs of Producing Milk, 1975-84. Agricultural Economic Report Number 569. Economic Research Service (DOA), Washington,

DC Pub Date-Feb 87

Note—41p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143) — Numerical/Quartitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accounting, "Agricultural Production, Comparative Analysis, "Cost Estimates, "Cost Indexes, "Dairy Farmers, Differences, "Regional Characteristics, "Unit Costs Identifiers—Milk, United States
Costs of producing milk rose 53 percent between 1975 and 1984 to \$13.57 per hundredweight, whereas cash (out-of-pocket) costs rose 56 percent to \$10.64 per hundredweight. Cash receipts, which measure gross production value, peaked in 1981 at \$14.94 per hundredweight compared with \$9.23 in 1975. Production costs in the Pacific region were more than \$1 per hundredweight lower than costs in other regions every year during the period from 1975 to 1984. Appalachia and the Corn Belt had the highest costs. In 1983, the Economic Research Service revised its cost-of-production estimating procedures and cost-and-return budget formats to incorporate new concepts and methodologies. The old estimate format contained an estimate of variable costs and costs imputed to the operator-supplied inputs (including machinery, overhead, management, and land). The current format, on the other hand, contains the following three major categories of revised cost-and-return measures: cash receipts, cash costs (including variable and fixed expenses), and economic costs (which are the sum of farm overhead, taxes and insurance, capital replacement charges, and interest on loans). Cash receipts, variable and fixed cash expenses, and economic costs omputed according to the old estimate format were then readjusted to make the old and new estimates consistent. (A total of 6 figures and 16 tables are included) (MN)

ED 279 894 CE 046 651 U.S. Competitiveness in the World Wheat Market. Proceedings of a Research Conference (Washington, D.C., June 17-18, 1966). Economic Research Service (DOA), Washington, D.C.

D.C.

Economic Research Service (DOA), Washington, D.C.
Pub Date—Mar 87
Note—131p.
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143)
EDRS Price - MP01/PO86 Plus Postage.
Descriptors—Agricultural Education, \*Agricultural Production, \*Competition, \*Bonomics, \*Exports, Foreign Countries, Foreign Policy, \*Grains (Food), International Relations, \*International Trade, Marketing, Policy
Identifiers—Africa (North), Argentins, Australia, Brazil, Canada, Chins, France, Imports, Mexico, Supply and Demand, USSR, \*Wheat
These proceedings contain presentations and summaries of papers presented at a Wheat Competitiveness Conference. They begin with two presentations—The Wheat Prototype Study within an Overall Conceptual Framework of Competitiveness' (James Langley) and "U.S. Competitiveness in the World Wheat Market: A Prototype Study' (Jerry Sharples), The 23 summaries of contributing reports are divided into four groups. Papers in the section on aggregate analysis of export supply and

demand in world wheat markets are "Patierns and Trends in World Wheat Competitiveness" (Mathew Shane), "Measuring Economic Competitiveness in Trade" (Peter Perkins), "Revealed Competitive Advantage for Wheat" (Thomas Vollrath), and "Potential Growth in the World Wheat Market: He Impact of Factors Underlying Demand" (Mervin Yetley). The section on major factors affecting supply, demand, and trade on world wheat markets contains "Forces That Could Expand U.S. Wheat Exports: Estimates from a World Wheat Trade Model" Gerry Sharples, Praveen Dixit), "Shortrun Impact of U.S. Macroeconomic Policy on the U.S. Wheat Market" (Mark Denbaly), "The Value of the Dollar and Competitiveness of U.S. Wheat Exports" (Stephen Haley, Barry Krisaoff), "Protection and Liberalization in World Wheat Markets" (Nicole Ballenger, Cathy Jabara), "International Transportation and the Competitiveness of U.S. Wheat Exports" (Kay McLennan), "Enhancing the International Competitiveness of U.S. Wheat Exports "Research" (Ira Branoan, Yao-chi Lu), "The Green Revolution for Wheat in Developing Countries" (Gary Vocke), and "Variability in Wheat Land Values of Major Exporting Countries" (Gohn Sutton). In the section on wheat export markets and factors affecting supply, demand, and trade are "Summary of Export Markets" (Dahn Sutton, Ron Trostle) and these summaries: "The U.S. Wheat Market" (William Lin, Robert McElroy), "The Canadian Wheat Market" (Pat Weisgerber, et al.), "The Australian Wheat Market" (Paul Johnston), "The French Wheat Market" (Paul Sohnston), "The French Wheat Market" (Par Weisgerber, et al.), "The French Wheat Market" (Par Weisgerber, et al.), "The French Wheat Market" (Par McElroy), "The Canadian Wheat Market" (Paul Johnston), "The French Wheat Market" (Patwendal), and "The Arg

CE 046 659 ED 279 895 Russell Russ And Others
Vocational Qualifications in Five Countries.
Comme Lodge Report, Volume 19, Number 5,
Further Education Staff Coll., Blagdon (England).
Pub Date—86
Note—63p.

Note—63p.

Pub Type— Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, \*Apprenticeships, \*Developed Nations, \*Educational Change, \*Employment Qualifications, Foreign Countries, Postsecondary Education, Secondary Education, \*Student Certification, Youth Employment\*

Countries, Postsecondary Education, Secondary Education, \*Student Certification, Youth Employment Identifiers—England, France, Netherlands, Sweden, Wales, West Germany This report presents papers on the vocational qualifications systems in Sweden, France, the Netherlands, the Federal Republic of Germany, and England and Wales. An introduction (Russ Russell) looks at common themes. The paper on Sweden (Gun Cardell) addresses vocational education opportunities, curriculum and standards, costs, youth and employment, and proposed reforms. Topics in the paper on France (Alain Herbert) include vocational education opportunities, apprenticeship and cooperation, full-time vocational education, dult training, educational leave, and modularization. The paper on the Netherlands (Leo Blokziji, Ton Knobbout) discusses vocational education opportunities, apprenticeship and short MBO which requires 2 years of vocational education. The paper on the Federal Republic of Germany (Wilfrid Reisse) looks at the complex legal base, further vocational education, curriculum design for appreniceship; operation of the apprenticeship system, full-time vocational education, further vocational rinning, adult training, and modularization. Discussion in the paper on England and Wales (Russ Russell) focuses on the organizational and legal basis, the Industrial Training Boards, the Manpower Services Commission, full-time college-based vocational education, adult education and training, and

a new qualification system. A summary and overview (Russ Russell) briefly compares the five countries and also makes comparisons with the United States and Japan. (YLB)

CE 046 660

ED 279 899 CE 046 600 Korcheck, Stephanie A., Ed. Strengthening the Basic Competencies of Students Enrolled in Vocational Education. Southern Regional Education Board, Atlanta, Ga. Pub Date—87

Enrolled in Vocational Education.

Southern Regional Education Board, Atlanta, Ga. Pub Date—87
Note—489.

Available from—Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 (34.50).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—"Academic Education, "Basic Skills, Demonstration Programs, Educational Change, "General Education, "Integrated Curriculum, Learning Resources Centers, Mathematics, Post-secondary Education, Reading, Remedial Instruction, Remedial Programs, Secondary Education, Trechnology, "Vocational Education
This document presents brief descriptions of successful approaches that states, local school districts, and individual schools have taken to incorporate and/or expand the teaching of basic competencies. Two presentations made at the Southern Regional Education Board's meeting on "Strengthening the Academic Preparation of Vocational Students" appear first. "The Heart of Educational Students" appear first. "The Heart of Educational Education." (Marvin Peldman) advocates linking academic learning to practical vocational applications. "Investing in Our Children: Business and the Public Schools" (Nat Semple) also talks about the relation-ship between vocational education and academic instruction. The summaries of nine various approaches to strengthen basic competencies are divided into three categories. The categories and programs are Teaching, Strengthening, and Recognizing Academic Skills (The Division of Academic-Vocational Applied Mathematics—Georgia; Florida's State Policy for Credit Substitution); Using Applied Courses to Develop Academic Learning Skills (Principles of Technology—The Center for Occupational Mathematica—South Carolina, Correlated Vocational Mathematica—Foundal Research and Development, Applied Vocational Students (Indivi

ED 279 897 CE 046 663 Pay for Performance. Implementation of the Per-formance Management and Recognition System. General Accounting Office, Washington, D.C. Report No.—GAO/GGD-87-28

Report No.—GAO/GGD-87-28
Pub Date—Jan 87
Note—57p.
Available from—U.S.General Accounting Office,
P.O. Box 6013, Gaithersburg, MD 20877 (First
five copies free; additional copies-32.00; 100 or
more-25% discount).
Pub Type— Reports - Evaluative (142)
EDRS Price - MPDI/PCO3 Plus Postage.
Descriptors—"Federal Government, Government
Employees, Incentives, "Merit Pay, "Merit Rating, "Personnel Evaluation, Personnel Policy,
Program Effectiveness, Program Implementation,
Public Agencies, "Recognition (Achievement),
Rewards, Salaries
Identifiers—"Performance Management and Recognition System

ognition System
This report describes the activities of five federal This report describes the activities of five federal agencies as they made the transition from merit pay to the Performance Management and Recognition System (PMRS) during fiscal year 1985. It also discusses how PMRS addressed the problems identified with merit pay. In addition, the report presents information on the pay increases and performance awards provided to PMRS employees in fiscal year 1985 and discusses the initial perceptions of selected employees on PMRS operations. Some of the findings of the study are that the agencies lacked lead time in implementing the new system, that the change was difficult, that some agencies incorrectly calculated pay increases, and that continuing problems exist such as significant differences among the agencies in raises for employees with the same grade and rating, and with the distribution of ratings. Employees express distrust of the performance appraisal systems and are concerned that insufficient funds are available to reward performance adequately. The General Accounting Office recommends that the formula for computing general pay increases be clarified; other recommendations were not made in this report because PMRS has been in use for only one year. (KC)

ED 279 898 CE 046 678

BD 279 050 Bhola, H. S. Adult Literacy for Development in Zimbabwe: The Third Phase of the Revolution Examined. Pub Date—May 87

Pub Date—May 87

Note—24p.; Paper presented at the Annual Meeting of the Canadian Association of African Studies (Edmonton, Alberta, May 7-9, 1987).

Pub Type— Reports - Evaluative (142) — Specches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy. \*Developing Nations, \*Literacy Education, \*Models, Politics of Education, Program Development, \*Program Effectiveness, Program Implementation, \*Program Improvement, Teaching Methods

mentation. \*Program Improvement, Teaching Methods Identifiers—Zimbabwe

The National Literacy Campaign of Zimbabwe was launched in July, 1983. The objectives of the campaign were to enable adults (1) to understand information about themselves, their localities, and their country; and (2) to become effective leaders and productive members of their cooperatives, village committees, management committees, and other organizations to which they might belong. The campaign was meaned at all illiterate people outside formal schools. The campaign was planned by the Ministry of Education and Culture, which made contributions through production of materials, training, and evaluation, and by the Ministry of Community Development and Women's Affairs through its community development workers. A curriculum was developed, and posters and an instructional kit for tutors were created. Classes typically meet three times a week for two hours, and adult learners usually stay 6 to 18 months in their learning groups. Evaluations of the Zimbabwean National Literacy Campaign showed that some progress had been made, but that more women than men were involved, and some ideological corrections should be made. A model is proposed to describe the relationship between a nation's political culture and the literacy promotion strategy that a nation would normally choose. Although the literscribe the relationship between a nation's political culture and the literacy promotion strategy that a nation would normally choose. Although the liter-acy campaign in Zimbabwe had lofty goals, the eco-nomic development of the nation may not be ready for universal literacy. However, there is no reason why economic development and literacy develop-ment cannot grow together. (KC)

ED 279 899

ED 279 899 CE 046 681

Hotchkiss, Lawrence Vetter, Louise
Outcomes of Career Guldance and Counseling.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—889

Grant—G008620030
Note—88p.
Pub Type— Reports - Research (143)
EDBS Price - MF01/PC04 Plus Peatage.
Descriptors—"Career Counseling, "Career Guidance, Counseling Objectives, Educational Legislation, Federal Legislation, Grade 10, Grade 12, High Schools, High School Seniors, "High School Students, "Outcomes of Education Identifiers—High School and Beyond (NCES)
A study examined the effects of career guidance

Identifiers—High School and Beyond (NCES)
A study examined the effects of career guidance and counseling on intermediate outcomes measured while respondents remained in high school and on employment and educational outcomes measured after respondents left high school. Data from the 1980 sophomore and senior cohorts of the High School and Beyond database were subjected to multivariate analyses. These analyses strongly replicated findings of past research regarding the impact of status background and personal characteristics on career expectations and performance measures. These variables also affected college-going behavior and exhibited smaller and more erratic patterns of effects on early labor market variables (hours and weeks worked and unemployment, but not wage). Career expectation variables and perceived ability to complete college also exhibited strong positive

effects on college attendance measures and tended to have negative effects on the work variables, whereas general attitudes such as self-esteem and locus of control did not have strong effects on post-high school job or education outcomes. The effects of guidance program variables, on the other hand, are rather small and manifest some erratic patterns. Youth who attended schools emphasizing counseling tended to have higher career goals and attend college more than other youth, and youth who attended schools for which counselor respondents expressed positive attitudes about the guidance program also tended to have higher caregosis and college attendance. Youth attending schools emphasizing occupational information, however, had lower growth on test scores than did other youth. Recommendations for improving career guidance programs are included. A seven-page list of references concludes the document. (MN)

ED 279 900 CE 046 682 Wilson, Odell And Others
Student Math Skills Reference Manual.
Southeast Community Coll., Cumberland, KY.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Southeast Community Coll., Cumberland, KY.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
Pub Date—86
Note—108p.
Under Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Allied Health Occupations Education, "Arithmetic, Business Education, Computer Science, Learning Activities, "Mathematica Mathematics Instruction, "Mathematics Matternatical Applications, Mathematics Instruction, "Mathematics Mills, Nursing Education, Office Occupations Education, Problem Solving, "Review (Reexamination), Secondary Education, Study Guides, Trade and Industrial Education, Study Guides, Trade and Industrial Education, Vocational Education
This mathematics support guide is intended for use by vocational students and instructors as a review of essential mathematics concepts and for problem-solving exercises in the vocations. It is designed to accompany the "Mathematical Skills Inventory," which tests mathematics skills, attitudes, and background. A section entitled Arithmetic Skills contains Review Notes and Problem Solving exercises in these areas: whole numbers, fractions, decimals, ratio, percents, and signed numbers. The Review Notes outline the fundamental steps in solving mathematics problems. These are presented as algorithms—a series of steps leading to the correct solution in a somewhat automatic way. The Problem Solving exercises give practice in each skill described. Problems are provided in these program areas: medical laboratory technician, mining technology, nursing, secretarial administration, business management, and computer technology. There reference sections present introductions for a broad-arage of topics that are becoming more important in the vocational fields. They give students some of the vocabulary and concepts of modern mathematics and information processing. The sections are algebra (algebraic expressions, exponents in algebra, proportions in algebra, number sentences), concepts and problem solving (measurement, number fo

Sex Equity Workshops for Adult Education Teachers. Final Project Report, September 1985 to June 30, 1986.

Spons Agency—Kentucky State Dept. of Educa-tion, Frankfort.

Pub Date—30 Jun 86 Note—21p.; Some attachments contain small, blurred print.

blurred print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptora—"Adult Educators, Change Strategies,

"Classroom Techniques, Evaluation Methods,

"Instructional Material Evaluation, Postsecondary Education, Sex Bias, "Sex Fairness, Sex Stereotypes, "Teacher Improvement, "Teacher
Workshops
Identifiers—Kentucky (Jefferson County)

The Sex Equity Workshops for Adult Education
Teachers Project was designed to provide eight
training assions for part-time and full-time instructors of adult education in Jefferson County, Kentucky. The project, which was funded through the
Carl D. Perkins Vocational Act, was intended to
help staff examine their own personal attitudes

about sex roles, heighten awareness of the harmful effects of sexism in the classroom, encourage all staff to meet nontraditional role models, provide teachers with information and skills to recognize sex bias and stereotyping in the classroom, and present suggestions and strategies for working with adult students in a nonsexist manner. Each of the eight workshops was taught by a coordinator and was two and one-half hours long. Each workshop included 30 minutes of teaching techniques and suggestions for working with adult learners, and the rest of each seasion consisted of a pretest, group discussion, attitude survey, presentation of information about sex fairness in the adult classroom, a group activity to help participants learn to evaluate written material for sex-fair language, and a perticipant evaluation. The workshops ended with a positest and evaluation of the presentation and content. (Attachments to the project report include a list of do's and don'ts on attempting to effect changes in schools, project-related correspondence, data on workshop attendance and outcomes, a workshop evaluation form, a guide to bias-free language, a gender communications quiz, and a sex role attitudes survey.) (MN)

ED 279 902

Bayne, Keith Buckley-Down, Deborah

Eliminating Sex Blass and Sex Stereotyping, Inservice Program for Administrators, Counselors, and Teachers, Final Report.

Louisville Univ., Ky. Dept. of Occupational and Ca-

ns Agency—Kentucky State Dept. of Educa-on, Frankfort. Office of Vocational Education.

reer Education.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education. Pub Date—Aug 86
Note—1479.
Pub Type—Guides - Non-Clasaroom (055)
EDRS Pice - MP91/PC06 Plus Postage.
Descriptors—Administrator Attitudes, Attitude Change, Behavioral Objectives, Counseling Techniques, Educational Legislation, "Inservice Education, Learning Activities, Lesson Plans, Nontraditional Students, Postsecondary Education, Program Development, Self Evaluation (Individuals), "Sex Bias, "Sex Fairness, "Student Piacement, "Student Recruitment, Teacher Attitudes, Teaching Methods, "Vocational Education This guide is intended for use in conducting a two-day inservice program to train school administrators, counselors, and teachers in identifying and eliminating sex bias and stereotyping. Lesson plans are provided for addressing the following objectives: develop an awareness of personal values related to sex bias and stereotyping, identify manifestations of sex discrimination and bias, review data on sex paterns in participation in the paid work force, discussmajor legislation related to sex discrimination, assess the progress of efforts to implement Title IX and II legislation, identify influences on vocational choices, identify barriers to recruiting students into nontraditional programs, strengthen skills in identifying sex bias and discrimination in vocational education, discuss reasons for sex-affirmative programs, increase skills in formulating sex equity programs, and develop action plans for placing nontraditional students. Each lesson plan includes training and enabling objectives, a list of materials needed, and an information outline. Appendixes contain 18 handouts (including a survey of sex role attitudes, sample pro and con mituations, guidelines for assessing sex equity in vocational deucation programs, a knowledge quiz, information on the influences on the educational choices of males and females, guidelines for mutual action planning to enhance the placement of nontraditional students); 1

ED 279 903 CE 046 693

ED 279 903
Martin, Joon
Partners in Work. Creative Non-Traditional Coloring Book for Children in Child Care Programs.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency—Kentucky State Dept. of Education, Frankfort.

Pub Date—se Note—29p. Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Agricultural Occupations, Allied Health Occupations, \*Career Awareness, \*Dis-sbillities, Early Childhood Education, \*Equal Op-

portunities (Jobs), Homemakers, "Nontraditional Occupations, Office Occupations, "Racial Bias, Service Occupations, "Sex Fairness, Technical Occupations, Trade and Industrial Education, Vocational Education
Identifiers—"Coloring Books
This coloring book is intended to provide children in child care programs with activities that reinforce the many options for vocational careers that are available to all persons regardless of sex, race, or disability. The book contains pictures of persons of both sexes and various races as well as individuals with disabilities. Each picture deals with one of the following occupations child care worker, homemaker, horticulturist, carpenter, cook, dental assistant, practical nurse, auto mechanic, cashier, secretary, drafting assistant, and electronic technician. A teacher's guide accompanies each activity sheet with information and suggestions for helping students use the coloring page effectively. Each guideaheet includes the following: information about the vocation, vocabulary associated with the picture, details included in the picture, a suggested preactivity for the child (including objects for play), suggestions for having a visitor to the child care center, and suggested field trip and extension activities. (MN)

ED 279 904 CE 046 699
Rezabek, Dale J. Saul, A. Christine
Preparing Californians to Work: A Local Perspective on JTPA and Education Coordination.
California State Council on Vocational Education,

Pub Date-10 Oct 86

Pub Date—10 Oct 86
Note—34p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Cooperative Planning, "Coordination, "Educational Cooperation, Educational Objectives, "Job Training, Models, Postsecondary Education, Program Administration, Program Implementation, "School Business Relationship, Vocational Education
[Lentificer. "Celifornia" Plantingship Partnership

Identifiers-\*California, \*Job Training Partnership

Act 1982

Vocational Joucasion Identifiers—"California, \*Job Training Partnership Act 1982

A study examined five local work training programs in California that have combined resources from both the federal Job Training Partnership Act (JTPA) and the public education system. The programs studied are located in San Diego County (Ramona), Montebello, San Francisco (Chiastown), Shasta County, and southeast Los Angeles County. In these programs, local operators have used three basic approaches to implement coordinated programs: negotiation of contracts using JTPA "8 percent" monies, which permit programming outside of usual performance contract constraints; identification of common goals; and defineation of common goals; and defineation of complementary service capacities. The three approaches are not mutually exclusive, however, and appear in all five programs to varying degrees. Although the study shows that coordination can work, it also presents anecdotal evidence explaining why cooperative JTPA/education efforts generally do not succeed. Despite federal and state strempts to identify common goals across JTPA and occupational education programs persons perceive their missions to be fundamentally different. JTPA program personnel generally view federal-and state-specified performance standards as mandates for cost-effective programming oriented mainly to employer needs. Educators, on the other hand, place more emphasis on meeting student developmental needs than on achieving apecific placement and cost-per-placement outcomes. (MN)

ED 279 905 CE 046 700 Tomorrow's Workers at Risk. California State Job Training Coordinating Council,

Sacramento.
Pub Date—[86]
Note—52p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Educational Needs, Educational
Policy, \*High Risk Persons, \*Job Development,
Needs Assessment, Policy Formation, \*Skill Development, \*Statewide Planning, \*Youth Programs

lentifiers—\*California
The California State Job Training Coordinating Council (SJTCC) appointed a youth subcommittee to determine the role that the SJTCC should play in preventing inadequate skill development and lack of jobs from destroying the working lives of California's high-risk youth. The subcommittee identified the state's high-risk youth as those who have dropped out of school and have not completed remedial equivalents; those who have serious educational deficiencies after completing high school; and those pupils whose frequent absenteeism places them at risk of dropping out of school. It was found that although erratic work and unemployment are not seriously detrimental to most young people, a growing subgroup of hard-core unemployed and unemployable youth are confronting major problems as they attempt to enter and remain in the labor force. The combination of increasing numbers of high-risk youth and the declining size of the youth population as a whole makes the problem of high-risk youth critical to the success or failure of California's sconomy. To help remedy the problem, the SJTCC must take steps to improve administration of Job Training Partnership Act funds and leverage other funds for the benefit of high-risk youth. For this reason, the youth subcommittee formulated nine specific recommendations pertaining to the use of discretionary funds involving youth, performance standards, incentive rewards, program design for job training of high-risk youth, program content for serving high-risk youth, program content for serving high-risk youth, program content for serving high-risk youth, long-term study and evaluation, involvement of state agencies serving youth. (MN)

ED 279 906

CE 046 701

VESL (Vocational English as a Second Language):
Making Employment Training Work for Limited-English Proficient Participants.

California State Univ., Long Beach.

Spons Agency—California State Dept. of Education, Sacramento. Employment Preparation Div.;
California State Job Training Coordinating Council. Sacramento.

cil. Sacrame

cil, Sacramento.
Pub Date—[86]
Note—122p.; Some tables contain small print.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/P005 Plus Postage.
Descriptors—Behavioral Objectives, \*Curriculum
Development, \*Inservice Teacher Education,
Learning Activities, Lesson Plans, Postsecondary
Education, Secondary Education, \*Second Language Instruction, \*Student Evaluation, \*Teacher
Workshops, \*Vocational English (Second Language)

guage Instruction, "Student Evaluation, "Teacher Workshops, "Vocational English (Second Language)
This handbook is intended for use by those attending a one-day workshop dealing with planning and developing a vocational English as a second language (VESL) program. Materials provided to reinforce the following objectives are addressed during the workshop: identify the need issues that can be used in planning services and responding to requests for proposals, define VESL and identify the kinds of VESL, identify approaches that meet the kinds of VESL, identify approaches that meet the heads of the limited-English proficient individual, list appropriate assessment instruments and methods for determining English language proficiency, demonstrate skills (program design and instruction) needed to implement a VESL program, and identify resources for implementaion. The handbook is divided into the following five sections: data on the characteristics and educational needs of limited-English proficient persons and a compilation of VESL, needs rationale resources; examinations of general occupational cluster and occupation-specific VESL; table describing primary sources of vocational education/training and related instruction for limited-English proficient individuals; a guide to VESL instruction, which contains learning activities and information handouts based on the ESL, vocational, work experience, and workplace approaches; and the section from the GAIN manual that deals with ESL and VESL. (MN)

CE 046 703 ED 279 907 Pellezz, Robert A. Conti, Gary J.
Putting Variety into the ESL Classroom. From
Theory to Practice.
Pub Date—86 Note-5p.

Journal Cit-Adult Literacy and Basic Education;

Journal Čit.—Adult Literacy and Basic Education; v10 n3 insert 1986 Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080) EDRS Price - MP61/PC01 Plus Pestage. Descriptors—\*Adult Basic Education, \*Classroom Techniques, \*Educational Garnes, \*English (Sec-ond Language), \*Learning Activities, \*Second Language Instruction, Teaching Methods

Activity and involvement are the keys to effective learning in the English as a second language (ESL) classroom. The fragile self-concepts of many adults, however, make them hesitate to plunge into the practice of their newly developed language skills. The answer may lie in simple games and role-playing activities that are useful in establishing an environment in which practice can be fun and mistakes can be made to seem less important. The five learning activities described here are intended to assist ESL teachers in injecting variety into their classrooms while helping their adult students practice their language skills. The first activity entails having students spot errors in sentences written on slips of paper. The second activity is a game intended to help students practice expressions of agreement and disagreement. In the third activity, students practice familiar vocabulary and indefinite articles by completing the sentence "I'm going to New York and I'm taking a(n)...." The fourth activity entails having students run through a mock meal and thereby practice vocabulary associated with dining. Students are given the opportunity to use number names and discriminate between them in the fifth activity, which is a number-guessing game. (MN)

CE 046 706

E.D 279 708 CE 046 706
Keenan, Dorothy And Others
Illinois Vocational Home Economics Curriculum
Guide, Addends.
Illinois Univ., Urbana. Dept. of Vocational and
Technical Education.
Spons Agency—Illinois State Board of Education,
Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—84 Pub Date-84

Note—245p.; For the curriculum guide, see ED 220 639.

639.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF91/PC10 Plus Postage.
Descriptors—Adult Day Care, Computer Oriented
Programs, \*Computer Uses in Education, Course
Descriptions, Courseware, Curriculum Guides,
Educational Policy, \*Entrepreneurship, Fashion
Industry, \*Home Economics, Learning Activities,
Mathematics, Media Selection, \*Occupational
Home Economics, \*Older Adults, Program Evaluation, Sciences, Secondary Education, Standards, \*Technological Advancement,
Transparencies

uation, Sciences, Secondary Education, Standards, Transparencies
These addenda are divided into eight sections. Section 1 contains content and activities for teaching the practical application of science and mathematics in home economics classes. A number of activities are suggested for specific topics and objectives. Some general ideas for learning experiences are listed. Section 2 provides entrepreneurship transparency masters and teacher materials, including a content outline, selected bibliography, and lists of resource people and resource material. Section 3 is a fashion/fabric coordinator program. It presents a program flowchart, content outline, and activities. Section 4 is a unit entitled "High Touch in a High Tech Society." It contains a topic outline and activities on dealing with technological change. Section 5 provides quality indicators for use in assessing program components. Section 6 contains recommendations of the State Superintendent for the State Board of Education regarding its policy on the definition of schooling and the state's expectations for student learning. Section 7 contains materials for a companion course on interacting with the elderly, entitled "Understanding of and Employment with the Ellearning. Section 7 contains materials for a companion course on interacting with the elderly, entitled "Understanding of and Employment with the Elderly." A content outline and activities are provided. Section 8 provides materials on computer selection, computer glossary, sources of home computer components of the companion of

CE 046 707 ED 279 909
Norton, Robert E.
Training Technical and Vocational Teachers, Background Paper.
Pub Date-May 87

Ale Base organized at the Regional Work

Pub Date—May 87

Note—33p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Attachments A and G contain small print.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MFBI/PC02 Plus Postage.
Descriptorn—"Competency Based Teacher Education, "Curriculum Development, Higher Education, "Learning Modules, Staff Development, Teaching Skills, Vocational Education, "Vocational Education Teachers

Identifiers-National Center for Research Voca-tional Education

Identifiers—National Center for Research Vocational Education
To respond to teacher training needs, staff at the
National Center for Research in Vocational Education developed an alternative approach to teacher//instructor preparation, called performance-based
teacher education (PBTE). This training program
was based on competencies required of successful
vocational and technical instructors and required
the instructor to obtain certain knowledge and demonstrate the essential teaching skills in an actual
instructional situation. Through the DACUM (Developing a Curriculum) job analysis procedure, professional competencies required of vocational
instructors were identified. With this research base,
the National Center developed teacher training materials in the form of individualized learning modules. Each had as its base one or more of the terials in the form of individualized learning mod-ules. Each had as its base one or more of the competencies. A total of 132 modules in 14 catego-ries were prepared. Materials were used mainly by training institutions concerned with preservice and inservice teacher/instructor preparation and private and public agencies concerned primarily with staff development or inservice training of instructors. Positive effects were reported on teacher education programs, staff development programs, teachers and instructors, and students and classrooms. (At-tachments include a listing of PBTE modules and descriptions of selected PBTE programs.) (YLB)

ED 279 910

orton, Robert E. Norton, Robert E.
Competency-Based Education and Training: A Hu-manistic and Realistic Approach to Technical and Vocational Instruction. Background Paper. Pub Date—May 87

Pub Date—May 87

Note—56p; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Attachment F contains small, blurred print.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) Phus Postage. Descriptors—Adult Vocational Education, \*Com-petency Based Education, \*Curriculum Develop-ment, Educational Needs, Job Skills, \*Material Development, \*Needs Assessment, Postaecond-ary Education, \*Program Development, Second-ary Education, Student Needs, \*Vocational Education

ary Education, Student Needs, "Vocational Education
This look at competency-based education (CBE) begins by defining competency-based training. The five essential elements are discussed-competencies, criterion-referenced evaluation, provision for individual development and evaluation, requirement of student performance, and student-paced instruction. Facilitating or supporting characteristics are listed; these are grouped into instructional and administrative characteristics. Benefits of CBE are highlighted. Focus then shifts to identification of training program needs. A suggested comprehensive vocational education program planning model is presented. Three steps are discussed in some deail: assessing individual needs and interests (including student vocational and educational interests, student needs, student abilities, and adult training and retraining needs), assessing labor market needs, and analyzing and synthesizing existing programs and services. A discussion of development of competency-based instructional materials is followed by information on occupational skill competency-testing, available test products and services, and test selection. Attachments include a CBE student-evaluation model, more specific information on program leanning, a reference guide to writing student learning guides, and a CBE program evaluation checklist. (YLB)

ED 279 911 ISSUES and Recommendations of the New Jersey Vocational Education Basic Skills Commission. Cape May County Vocational Schools, N.J. Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—Oct 86

Note—400.

Pub Date—Oct 86

Note—40p.
Pub Type— Opinion Papers (120)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Basic Skills, Credits, \*Curriculum
Development, Educational Needs, Graduation
Requirements, High Schools, Needs Assessment,
\*Program Improvement, Regional Schools, Remedial Instruction, Secondary Education, \*Statewide Planning, \*Teacher Role, \*Vocational
Education, Vocational Schools

Identifiers—\*New Jersey

The New Jersey Vocational Education Basic Skills Commission was formed to examine issues related to preparing students to pass the state's High School Proficiency Test (HSPT), which must be passed by both scademic and vocational students before they can graduate from high school. The commission decided that vocational teachers should have no additional involvement in providing remedial instruction to students failing the HSPT; rather, a basic skills class should be required in lieu of academic electives. Vocational schools should provide separate remediation classes and should allow sending schools to meet the general academic requirements. Students who fail the HSPT and who select a vocational program should be scheduled for a summer program following the ninth grade. In addition, basic skills should be infused into all vocational-technical programs to help students continue to develop and use basic skills. Sending schools must provide the best possible education from grades K through 12 as well as any remediation required to help students enrolled in shared time vocational schools to meet graduation requirements. Full-time vocational schools should provide students failing the HSPT help in obtaining the necessary basic skills instruction by replacing academic courses, and modifying explacing academic courses, and an executive summary of their main points.) (MN)

ED 279 912 CG 019 720 SAU ATT 714 CG 019 72 Shaw, Jerry I. Woodward, Carol Working with Versus Working on Theories in Social Psychology. Pub Date—[80]

Pub Date—[80]
Note—38p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Research, "Research Methodology,
"Social Psychology, "Social Theories
In recent years there have been a few systematic
attempts to restructure social psychology in which
all have concurred that there is a dearth of provocative and meaningful theoretical contributions in
contemporary social psychology. Current theories
are unnecessarily limited in scope. These theories
are fragmented, have limited implications, lack a
common framework, and fail to explicate underlying assumptive bases. Contemporary social psychological theorizing is dominated by the practice of
working with theories (explication) instead of working on the order in t ing on theories (explanation). Whereas the former practice casts theory in a role secondary to data collection by neglecting extrascientific influences, the latter incorporates sociohistorical determinants thereby elevating theory to a position of fundamental importance in the description of social life. Consequences of continued allegiance to working with theories include lack of applicability to everyday life, an overemphasis on variables, and the neglect of meaning. The solution is not to end experiments or the hypothetico-deductive method, but to offset relative inattention paid to theoretical endeavors. Working on theories will require a major shift in the primary activities of many persons engaged in ors. Working on theories will require a major shift in the primary activities of many persons engaged in social psychological research which will engender a flexibility that will contribute to an enriched under-standing of social life. (An extensive reference list is included.) (Author/ABL)

ED 279 913 Thienhaus, Ole J. Greschel, Jean A Model of Nursing Interim Care. Pub Date—15 Mar 87 CG 019 721

Note—95: Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).

Lase City, U1, March 13-17, 1987).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Health Services, \*Cost

Effectiveness, Hospitals, \*Intervention, \*Nurses,

Older Adults, \*Psychiatric Services, \*Psychother-

apy
In an increasingly cost-conscious health care environment, average length of hospital stay has decreased. Although psychiatric inpatient treatment is largely exempt from the constraints of the Medicare diagnosis related groups (DRG's), length of stay for geropsychiatric hospital services has decreased also. A trend toward higher rates of early readmission and a greater probability of a more restrictive setting has been observed. Community mental health centers have apparently been overwhelmed by the needs of earlier discharged elderly persons. An instermediary program to carry the patient from hospital discharge to ongoing aftercare through a firm establishment of an outpatient therapeutic relationship at a psychiatric aftercare facility was undertaken utilizing nurse therapy. The goal of this intervention was to aid the former psychiatric inpatient in his transition to an outpatient psychiatric system. It was not intended to replace outpatient therapy, but to formalize a link between the helping networks. A preliminary evaluation has shown that the nursing intensive care model may have been a factor in the return to previous rates of recidivism and disposition. Although data demonstrating the impact of nursing interim care apart from other factors is needed, this nurse therapy model does provide continuity of care from hospital ward therapy through the clinic. (ABL)

ED 279 914 McFadden, En CG 019 722

ED 279 914 CG 019 722
McFadden, Emily Jean
Counseling Abased Children.

ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—87
Contract—400-86-0014
Note—123

Note—123p.

Available from—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Guides - Non-Classroom (055) — In-formation Analyses - ERIC Information Analysis cts (071)

formation Analyses - ERIC Information Analysis Products (971)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, "Child Abuse, Child Neglect, Children, "Counseling Techniques, Counselors, "Family Counseling, Farmily Problems, Group Counseling, "Parent Child Relationship, Sexual Abuse
This guide on counseling abused children was written to help counselors meet the needs of children and adolescents and to provide ways of working with the child's family. Chapter 1 presents an overview of child maltreatment by identifying types of maltreatment (neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect) and discussing concerns for the counselor. Chapter 2 describes approaches a counselor may use identifying aigns of maltreatment; necluding interviewing children, adolescents, and parents; identifying signs of maltreatment; recognizing perental indicators of the potential for maltreatment; and recognizing interactional indicators. Chapter 3 concerns reporting maltreatment and protecting the child. This chapter addresses the issues of confidentiality and liability and explains the investigation that may take place after a report is made. The fourth chanter discusses a team approach to countrainty and liability and explains the investigation that may take place after a report is made. The fourth chapter discusses a team approach to counseling abused children and describes a comprehensive approach to helping families. Chapter 5 discusses counseling the individual child, chapter 6 describes counseling abused children in groups, and chapter 7 concerns counseling abusive parents. References and a list of resources for counselors are included. (MB)

2.43 £79 915 CG 019 723 Steward, Robbie J. Austin, Kevin P. Recogalizing Sulcide Lethality Factors: Who Is Competent? Pub Date—[80] Note—100

Pub Date—[80]
Note—10p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MFD1/PC01 Plus Postage.
Descriptors—Clergy, "Clinical Diagnosis, College Students, "Counselors, Experience, Higher Education, Filuman Services, Identification, Information Needs, "Physicians, Psychologists, Social Workers, "Suicide, Training Suicide and the threat of suicide are important mental health issues for health service providers. Who a potential victim turns to for help initially and

how capable that person is in recognizing the signs of potential suicide are critical issues not fully adressed by research. A study was conducted to examine the ability of various service providers to identify lethality factors. The Thirteen Questions on Successful Suicide and the Survey of Professional Experiences with Suicidal Clients were completed by physicians (N=22), doctoral level clinical or counseling psychologists (N=14), master's level counselors (N=33), master's level social workers (N=12), ministers (N=19), and lower division college students (N=27). The results revealed no significant differences in the number of correct responses by physicians, psychologists, and counselors, but all three groups scored significantly higher than did college students. An analysis of data by years of experience showed that those with 5-10 years of experience showed that those with 5-10 years of experience scored the highest, while the more experience subjects had a drastic drop in scores. Only about 50% of responding psychologists, social workers, and counselors had experienced specific training in recognizing and working with suicidal clients. Those who had the most exposure to suicide were the ones who felt the strongest desire for additional information. (NB) information. (NB)

ED 279 916 CG 019 724 Champagne, Delight E.
Planning Developmental Interventions for Adult

Pub Date—16 Mar 87

Note—22p.; Paper presented at the Annual Meet-ing of the American College Personnel Associa-tion/National Association of Student Personnel Admi istrators (Chicago, IL, March

- Opinion Papers (120) - Speeches/ Pub Type-

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, "Adult Students, "College Students, "Delivery Systems,
"Developmental Programs, Higher Education,
Middife Transitions, "Nontraditional Students,
Social Support Groups, Student Characteristics,
Student Needs, "Student Personnel Services
Student affairs professionals have come to realize
that the student body on college campuses is changing, Adult students are filling the spaces left vacant
by a diminishing traditional-aged student population. Interventions in student affairs, however, are

by a diminishing traditional-aged student popula-tion. Interventions in student affairs, however, are often targeted for the specific developmental tasks of the traditional student. Student affairs profession-als need to give greater consideration to the devel-opmental needs of adult learners. Adult learners have a common need for interventions which focus on the transition process. To provide services to adult students, student affairs professionals need a adult students, student affairs professionals need a knowledge base of current literature on adult transitions. In addition, a distinction should be made between a developmental model and a medical model as the foundation for establishing interventing goals for the adult learner who is in transition. New systems of service delivery are required to meet the needs of the growing college population of older students. Service delivery areas important in meeting the needs of older students include specialized services, advocacy, referral, networking and mentioning, education, provision of a clearinghouse linking students to campus services, program planning, and counseling. (NB)

ED 279 917

Benjamin, Libby Walz, Garry R.

Counseling Students and Faculty for Stress Man-CG 019 725

agement.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note: 4400-86-0014

Note—40p. Available from—ERIC/CAPS, 2108 School of Ed-ucation, University of Michigan, Ann Arbor, MI 48109-1259

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis

formation Analyses - EKIC Information Analyses Products (071) EDRS Price - MF01/PC02 Plus Postage. Descriptors—"Burnout, "College Faculty, "College Students, Counseling, Faculty College Relation-ship, Higher Education, Job Satisfaction, "Stress Management, "Stress Variables, Student Adjust-

ment, Student Needs, \*Teacher Student Relationship, Work Environment
This monograph was written to enhance the college or university faculty member's understanding of stress as it impacts upon both students and faculty, and to help faculty members cope with the stressors in their own lives and intervene with students to reduce stress. Stress is defined and sources of distress are identified. Research is cited which examines sources of faculty or counselor stress. Issues such as time, money, reputation, significance, and concerns for the future are considered. Burmout, a distinctive kind of job-related stress, is examined as it relates to college and university personnel. Facand distinctive kind of job-related stress, is examined as it relates to college and university personnel. Factors in the academic environment which contribute to stress and may lead to burnout are identified within the categories of role dynamics, responsibility, occupation, job satisfaction, career paths, and the organization. Research exploring sources of student distress are also reviewed and contributors to student stress are outlined within the categories of instruction, competition, organization of time, adjustment to college, administrative problems, social adjustment, finance, housing, and transportation. Four preventive strategies and five combative strategies to help faculty members to que in helping students handle stress are suggested. (NB)

ED 279 918

Walz, Garry R., Ed. Bleuer, Jeanne C., Ed.
The Growth Edge: Creative Use of Computers for Facilitating Learning and Enhancing Personal Development. Papers from the Workshop (Ann Arbor, Michigan, June 27-30, 1986).

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—87 Contract—400-86-0014

Contract—400-30-0014 Note—48p. Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

48109-1259.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, \*Computers, \*Computer Uses in Education, \*Cost Effectiveness, \*Counselors, \*Stress Management, Stress Variables

fectiveness, "Counselors, "Stress Management, Stress Variables Identifiers—"Computer Assisted Counseling This document is the fourth publication in a series devoted to the use of computers in counseling. The outgrowth of the 1986 ERIC/CAPS workshop, it contains four of the major presentations made at the conterence. "The Impact of Computers on the Future of Counseling: Boom or Boomerang" (Edwin L. Herr) examines the effect of technology upon society and whether counselors need computerization, and offers three major perspectives on the impact of computers on the future of counseling: computers as content, as process, and as method. "Computer Use or Abuse: Ethics in the Use of Computers" (James P. Sampson, Jr.) expiores the misuse of computer spications, overdependence on computer technology, and the restriction of the counseling process to the cognitive component alone. "Counselors vs. Computers: A Cost/Benefit Analysis" (Marilyn E. Maze) discusses making a cost analysis of the use of computers Strategies for Minimizing Stress" (Joseph Fisher) explains stress associated with computers and suggests steps to bring stress under control. (NB)

ED 279 919 CG 019 727

ED 279 919 CG 019 727
Duffy, Michael
Roles for the Counseling Psychologist in the
Nursing Home.
Pub Date—Aug 85
Note—9p.: Paper presented at the Annual Convention of the American Psychological Association
(93rd, Los Angeles, CA, August 23-27, 1985).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Clinical Diagnosis, Consultants,
"Continuing Education, "Counselor Role, Financial Support, Institutionalized Persons, "Mental
Health, "Nursing Homes, "Older Adults, Psychologists chologists
Identifiers—\*Counseling Psychology

Although the contributions made by counseling psychologists to nursing homes has been marginal, there are several services that can be provided to long-term care facilities by psychologists. Once familiar with the pattern of nursing home life, the psychologist will be able to provide services indirectly as a consultant or trainer, and directly in directly as a consultant or trainer, and directly in the delivery of mental health services. As consultants and trainers, psychologists can influence continuing education programs often required of nursing home personnel to include training on mental health seeds of nursing home residents. Four workshops developed to provide such education include: (1) Crisis Management in Older Persons; (2) The Family of the Nursing Home Resident: Adversary or Advocate; (3) Using Volunteers in the Nursing Home and Making It Work; and (4) Brief Interventions for Problem Behaviors of Residents. The most frequently requested direct service is for assessment of residents' mental status and treatment recommendations are used for care planning, the counseling sychologist can have input into the management of such predictable resident behavior problems as oppositional and noncompliant behavior, depression, agitation and anxiety, social withdrawal, and cognitive disorientation. Although the magnitude of mental health problems in nursing homes and the inadequacy of current services concern counseling sychologists, the problems of adequate and legitimeantn problems in nursing homes and the inadequacy of current services concern counseling psychologists, the problems of adequate and legitimate financial reimbursement must be addressed at a national level if professionals are to be attracted to the field of genistric mental health in long-term care settings. (NB)

CG 019 728

Albansou, James A.

A Paradoxical Intention: A Brief Description of a Cognitive Behaviour Therapy Approach and its Potential for Counselling.

New South Wales Dept. of Industrial Relations, The County Approach and Compa

Darlinghurst (Australia). Report No.—ISBN-0-7240-8304-9 Pub Date—Aug 84

Note-8p.

Note—8p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Behavior Modification, "Career Counseling, Cognitive Restructuring, "Counseling Techniques, Foreign Countries,
Paradox, Psychotherapy, "Stress Management,

\*Unemployment Identifiers—Australia, \*Logotherapy, \*Paradoxical

Techniques of cognitive behavior modification such as cognitive restructuring have recently been employed in behavior therapy. Other procedures which fall within the approach of cognitive behavior therapy are techniques such as paradoxical intention which are subsumed under the title of logotherapy. Logotherapy refers to a form of psychotherapy or counseling which operates through developing a meaningful life. There is an emphasis on synthesizing psychodynamic approaches, existentialist views, and a broad learning theory or cognitive behavior modification perspective. In response to unemployment, individuals may react with wrong passivity, wrong activity, right activity. In cases where an active response to unemployment is limited, logotherapeutic techniques such as paradoxical intention may be used to stimulate the right passive approach to the problems of unemployment. Paradoxical intention asks clients to experience the anxiety of their unemployment and to exaggerate the tensions associated with unemployment in an attempt to assist clients in developing changes in their attitudes and reactions to stress. This approach may prove useful in addressing career guidance problems in vocational services. (NB) Techniques
Techniques of cognitive behavior modification

CG 019 729 Machell, David F. Power and the Counseling Relationship. Pub Date—[81]

Pub Date—[81]
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—"Counselor Client Relationship,
"Counselor Role, Interpersonal Relationship, Organizational Theories, "Power Structure, Psychological Patterns
Identifiers—"Dependency (Personality)
Machell's Theory of Power was developed to provide students in organizational theory two formulas of relationships to apply to organizational situations

and organizational power. Formula 1 indicates that the level of power of person A is determined by the level of dependency that person B has on person A; and that person A's power can be substantiated or changed by the use of Formula 2. In Formula 2, person A uses a stressor stimulus to illicit fear in person B, which fosters a realization of the fullness of person B's dependency on person A, therefore solidifying or increasing person A's power. The overuse of Formula 2 by person A may motivate person B to lessen his /her dependency on person. A When this occurs, person A may lose power over person B. These formulas can also be used in counseling situations, by either the counselor or the client. Since the level of dependency of one person on another helps to determine power, it is important to explore the issue of dependency in the counseling relationship. The use of this power formula in counseling situations partially redefines the notions of transference and countertransference. Counselors need to be aware of power structures in counseling situations. (NB)

EAS LT9 922 CG 019 730 The Status of Older Women in Illinois Today: A Report by the Task Force on Older Women in Illinois.

Report by the Task Force on Older Women in Illinois.

Illinois State Dept. on Aging, Springfield.

Pub Date—Nov 86

Note—23p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Economic Status, "Females, Health, "Health Needs, "Housing Needs, Income, "Older Adults, Poverty, "Sex Differences Identifiers—"Illinois task force formed to examine issues that make it different to grow older as a woman than as a man and to develop a set of recommendations to help meet the needs of women in Illinois. The focus is on housing, health care, and economic security of older women. It is noted that over 1,300 older women attended public hearings, speak-outs, and roundtable discussions, and that testimony and survey responses from these women revealed that lack of financial security and a fear of the inability to pay for housing and health care in their later years were major concerns. The report is divided into sections which examine differences between older men and older men and nomen losses at the noverty which examine differences between older men and older women. A section on income differences between older men and women looks at the poverty rate, the relationship between age and poverty, public assistance, supplemental security income, work experiences, social security, and pensions. An examination of living and housing arrangement differences between older men and older women explores urban/rural differences, living alone, owning one's home, renting, and institutionalization. A section on health and health care differences between older men and women discusses accessible, affordable health care; needs for long-term care; the older woman as caregiver; older women and chronic long-term illness; and mental health. A conclusion and recommendations are included. Listings of the Illinois Task Force on the Status of Older Women members and selected data sources are appended. (NB)

ED 279 923 CG 019 73 Swenson, Leland C. Heinish, D. Attorney and Parent Attitudes Related to Success-ful Mediation Counseling of Child Castody Dis-CG 019 731

putes.
Pub Date—Apr 37
Note—20p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Arbitration, "Attitudes, "Child Custody, Conflict Resolution, Decision Making, "Divore," El awyers.

tody, Conflict Resolution, Decision Making, "Di-vorce, "Lawyers sentifiers—California, "Mediation The divorce explosion has placed a substantial urden on the judicial system of the United States. burden on the judicial system of the United States. About 10 percent of divorce cases involve child custody battles. The adversarial legal process may be contrary to the children's best interest. Custody mediation has been used as an alternative to court litigation. California law requires an attempt to reach a settlement by mediation. This study surveyed participants in a mandatory California mediation court. Eleven complete sets of data from all session participants: clients (husband and wife), both attorneys, and mediator, were received. Client surveys focused on attitudes toward the mediation process and perception of attorney's attitudes. Attorneys were asked about their attitudes towards their clients and the mediation process. Mediators rated the effectiveness of the session, the cooperativeness of the clients, and if settlement was reached. Clients with positive attitudes, well informed and represented by attorneys with positive attitudes and high levels of experience with mediation court, were more likely to settle. This supports the importance of attorney's attitudes in facilitating the mediation process. Attorneys saw themselves as more helpful than the clients or mediators. Clients reported relatively high satisfaction with mediation, suggesting considerable satisfaction with the California process. Settlement rates were not finalized since further mediation sessions were expected. However, overall settlement rates were not expected to be significantly inferior to voluntary mediation participants. (ABL)

CG 019 732 ED 279 924 Hoshmand, Lisa Tsoi Institutional Alienation: A Phenomenological

Analysis.

Pub Date—Apr 87

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—°College Faculty, Colleges, Coping, "Faculty College Relationship, Higher Education, "Institutional Role, "Teacher Alienation, "Universities."

"Institutional Role, "Teacher Alienation, "Universities
There is a need for a conceptual and methodological approach which can effectively elucidate individuals' experience of problematic transactions with their institutional system, and point to a healing process. The descriptive understanding of the meaning context of the phenomenon of alienation may shed light on the actions of the individual and the processes of coping or resolution. This study, explored personal alienation from one's work institution as experienced by university faculty. Subjects (N=7) were faculty from two public universities, including two non-tenuer track assistant professors, three tenure-track assistant professors, and two tenured associate professors. In-depth interview, totaling about 6 hours, used an open-ended question format. In three cases subjects were observed in university meetings. Interview and observation data were subject to content analysis. Analysis revealed themes of alienation resembling victimization, suggesting a degree of suffering not realized by the subjects themselves. The results suggest that a conceptual and methodological focus on experience has great value in understanding the psychological impact of alienation. Institutional system as the criterion of healthy person-system transactions are needed. (ABL) rion of healthy person-system transactions are needed. (ABL)

ED 279 925 CG 019 733

ED 279 925
Grottkau, Beverly Jean
Bridging the Gap: A Pilot Program for the Nontraditional Student.
Pub Date—Dec 85
Note—166p.; A Handbook supplemental to the thesis entitled "The Effects of a Group Counseling
Intervention on Self-Concept, Self-Esteem, Anxiety and Grade Point Average of Female Nontraditional Students," Ph. D. Dissertation, University
of Wisconsin-Milwaukze.
Pub Type—Guides - Classroom - Teacher (122)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—"Assertiveness, Cognitive Development, "College Preparation, College Students,
"Group Counseling, Higher Education, "Nontraditional Students," Self Concept, Self Esteem,
"Transitional Programs

ditional Students, "Self Concept, Self Esteem, "Transitional Programs
This document presents the curriculum for a pilot program for nontraditional students, held concurrently with a 13-week Medical Assistant Program, designed as a bridge into academic life. It notes that the program and its cognitive group counseling methodology are designed to strengthen the personal identity of students and to help them develop assertiveness skills and a sense of independence which will maximize their potential for academic which will maximize their potential for academic success. The handbook briefly describes the pro-gram rationale; special features of the pilot program; program overview; pilot program goals; pilot program objectives; curricular units and objectives of the pilot program; evaluation procedures; and a pilot program curriculum outline, clinician's narrative, and researcher's validation of instructional intent and comments. It presents each of the program's 22 sessions in separate sections which list the session's objective, curriculum outline, primary sources of in-struction, clinician's narrative, and researcher's vali-dation of instructional intent and comments. References are included; relevant materials, inven-tories, and a program evaluation form are appended. (NB)

CG 019 734 ED 279 926

Posts, Frank L. Finding the Right Therapist. Report No.—ISBN-0-929113-001 Pub Date—83

Pub Date—83
Note—84p.
Available from—Seal Publications Ltd., P.O. Box
3330, Station 'B', Fredericton, New Brunswick,
Canada E3A 4V9 (55.00 plus \$1.00 postage and
handling, discount on quantity purchases).
Pub Type—Guides - General (609)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Counselor Characteristics, Counselor Qualifications, \*Decision Making, \*Drug
Use, \*Individual Needs, \*Psychotherapy, \*Thera-

This handbook was written from a natural This handbook was written from a natural, non-drug oriented approach to psychotherapy and counseling and is intended to help individuals in selecting a therapist. The role of counseling and psychotherapy is described, possible benefits from therapy are listed, and characteristics of good therapists are considered. Developing a list of potential therapist, making initial contact with a potential therapist, and a first interview with a therapist are described. One chapter presents brief case examples to illustrate the range of work that can be done by therapists. Other chapters examine the uses and abuses of drugs and list questions and answers about therapy. (NB)

E41 279 927

GG 019 735

Hartman, Rhona C., Comp. And Others

Strategies for Advising Disabled Students for Postsecondary Education. Updated.

American Council on Education, Washington, DC.

HEATH Resource Center.

Spons Agency—Department of The

Spons Agency—Department of Education, Washington, DC. Pub Date—Jul 86 Contract—300-80-0857

Note—5p.; For earlier reprint of this fact sheet, see ED 236 890.

Note—5p.; For earlier reprint of this fact sheet, see ED 236 890.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plas Postage.

Descriptors—"Career Counseling. "Counseling Techniques, "Counselor Role, Decision Making, "Disabilities, High Schools, "Nontraditional Students, "Postsecondary Education, School Counselors, Vocational Education
This fact sheet was written to help persons who counsel students with disabilities at all levels of education, but especially those who work with students in high school, community and junior college, career training schools, vocational technical schools, colleges, universities, and graduate programs. Four strategies that advisors and counselors can use in working with disabled students are described: (1) encouraging students to assess interest, aptitude, and achievement; (2) providing non-restrictive career counseling; (3) encouraging students to base decision-making about postsecondary education on a variety of criteria, including training available, cost, and auxiliary aids and accessibility; and (4) assuring access to the counseling environment. Selected resources are described which may help implement the strategies. (NB)

CG 019 737 ED 279 928

Pulskamp, Brenda A Model for Mother and Child Counseling Inter-

Pub Date—Feb 87 Note—42n : Paner

Pub Date—Feb 87

Note—42p.; Paper presented at the National Center for Clinical Infant Programs Regional Conference, Los Angeles, CA, February 20-22, 1987.

Pub Type— Reports Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Behavior Modification, Children, "Communication, Skills, Counseling Techniques, Intervention, "Modeling (Psychology), Mothers, "Parent Child Relationship, "Parenting Skills, Parents

Until recently there has been little effort to train parents in specific positive skills of child-rearing. For most parents, parenting is the most difficult job experienced, with the least amount of preparation. This is especially true for high risk parents. A counseling intervention program was implemented for parents to learn improved communication skills when interacting with their children. The program consisted of four meetings per week, held in a playroom and sttended by mothers and children. Children ranged in age from 2 to 6 years. Increased interaction time, increased positive interactions, increased positive physical responses, and decreased directives were taught through participation and role modeling. An at-home 5-minute play period each day in which class skills were practiced and recorded by the mothers reinforced the new techniques. A total of 33 parents participated, 11 of whom met the evaluation criteria of attending three of the four meetings. Mothers reported increased interaction time, improved contact time between parent and child, increased positive physical responses, and decreases in directives. Parents suggested that their children's behavior showed some improvement. (A literature survey and references are included) (ABI) improvement. (A literature survey and refere

ED 279 929 CG 019 738 Diedrick, Patricia Gender Differences as Reflected in Family Stories. Pub Date—Nov 86

Diedrick, Patricia
Gender Differences as Reflected in Family Stories.
Pub Date—Nov 86
Note—14p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
Pub Type—Reports—Research (143)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—College Students, \*Family History, \*Family Life, Higher Education, Information Sources, Kinship, Oral History, \*Sex Differences, \*Sex Role, \*Story Telling, \*Traditionalism
In past generations, traditional gender roles may have dominated family life. One method of investigating the relationship of gender roles and their impact on subsequent generations is to use the relating of family stories to obtain quantitative data. A study was conducted to examine gender role information and gender differences in the passing along of family history and the relating of familial information. College students (N=56) asked their same-sex parent and grandparent to trace their families and to relate stories of family members, along with the source of these stories. A total of 169 stories from 56 families were analyzed in regard to main characters and themes reported, social desirability, and common or unusual events. Gender of hero, and of the teller of the story, as well as gender of the source of the story were included. The analysis indicated that information concerning family members of past generations clearly reflected traditional values concerning genter roles, and were generally told to current members by females, as the keepers of family history, and may serve as a method of investigation useful in understanding various aspects of, and influences upon, family life. (NB)

CG 019 739 ED 279 930

Osborne, Josephine N.
Youth Suicide: A School Approach for the Prevention of Youth Suicide in Indiana.
Indiana State Board of Health, Indianapolis. Pub Date-Dec 85

Pub Date—Dec 85
Note—79p.
Pub Type— Guides - General (050)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—Adolescents, "Crisis Intervention,
Death, Depression (Psychology), Drug Abuse, Elementary Secondary Education, "High Risk Students, "Identification, Prevention, "School Role,
"Strictia".

Identifiers--\*Adolescent Suicide, Indiana, Sub-

Identifiers—"Adolescent Suicide, Indiana, Substance Abuse
This manual was written to help schools address the problem of youth suicide. The introduction presents a teenager's and a parent's perspective of youth suicide, discusses the problem of youth suicide, and develops a hypothesis of why the problem exists. Section 1 describes the contributing factors involved with adolescent suicide and provides guidelines for identifying students at risk for suicide. Adolescent problems involving depression and substance abuse are given special attention. Section 2 focuses on intervention and makes some suggestions on how adolescent suicide might be prevented in schools. Included in this section are: (1) ways for

school personnel, students, and parents to deal with the problem; (2) intervention; (3) a suggested policy for a crisis intervention team; (4) suggested guidelines for schools to use after a suicide or suddent adolescent death; (5) guidelines for recognizing strodents at risk following a youth suicide; (6) working with the media; (7) handling grief; (8) the Edgewood High School Model for suicide intervention following two suicides in 1985; (9) Indiana chapters of Compassionate Friends; and (10) a national directory of survivor support groups for 1983-1984. A bibliography is included. Fact sheets, a manual evaluation form, and other relevant materials are appended. (NB)

ED 279 931 CG 019 740

ED 279 931

Health Insurance: Comparison of Coverage for Pederal and Private Sector Employees. Briefing Report to the Chairman, Subcommittee on Civil Service, Post Office, and General Services, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-87-32BR

Pub Date—31 Dec 86

Note—56p.

Pub Type— Reports - General (140)

EDRS Price - MPDI/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Employees, \*Federal Programs, Fringe Benefits, \*Health Insurance, Mental Health, Physical Health, \*Program Costs

Identifiers—Private Sector

This briefing report was developed to provide a Senate subcommittee with information concerning certain benefit features of the Federal Employees Health Benefits Program (FEHBP). It compares coverage for selected health benefits in the federal and private sectors for a 6-year period (1980-1985). A description of methodology states that information on federal benefits was obtained by reviewing coverage for 18 FEHBP plans and that private sector benefits information came from the Bureau of Labor Statistics' survey "Employee Benefits in Medium and Large Firms. Results are reported showing that, compared to private sector employees, federal employees were more likely to be covered for routine physicals, hospice care, and catastrophic illness; less likely to have dental, home health, alcohol and drug abuse treatment, and extended care coverage; and similarly covered for mental health care. Also reported are findings that federal enrollees paid more of their health care costs in premiums, deductibles, and coinsurance than did private sector employees. The report examines three other aspects of federal coverage; (1) what it has recently cost plans to add coverage for certain health benefits; (2) what the and of private containment efforts, such as second opinion programs and hospital utilization review. Six tables and 18 figures are included. (NB)

ED 279 932

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opinion programs and nospital utilization review. Six tables and 18 figures are included. (NB)

ED 279 932 CG 019 741

Protocol and Guidelines for Child Welfare Workers and School Personnel.

Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—[87]

Note—35p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MPDI/PC02 Plus Postage.

Descriptors—\*Child Abuse, Child Neglect, \*Child Welfare, Crisis Intervention, Elementary Secondary Education, Foreign Countries, Identification, \*Legal Responsibility, \*Prevention, \*School Personnel, Sexual Abuse, \*Social Workers

Identifiers—\*Alberta

This document contains guidelines developed by the Alberta Ministries of Social Services and Education to expedite the identification and treatment of child abuse. It contains discussions of child protection legislation, duty to report, the role of educators, and an integrated and cooperative approach to child abuse prevention. A section on reporting and investigation procedures details procedures which should be adhered to by achool personnel and child welfare authorities in the areas of reporting, access to students, interviews of school personnel, notification of parents, presence of school personnel during investigation interviews of achool personnel during investigation interviews of school personnel during investigation on with schools following investigation, on-going access to students at school, and conflict resolution. Appendix A casamines the recognition of possible abuse and lists physical and behavioral indi-

cators of physical abuse, physical neglect, sexual abuse, and emotional abuse. Appendix B lists offices of Alberta social services. (NB)

ED 279 933 CG 019 742

Gr Alberta social services. (NB)

ED 279 933

Guidance and Counselling Services Review: 1985-86 Detailed Report.
Alberts Dept. of Education, Edmonton. Planning Services Branch.
Pub Date—Aug 86

Note—467p.
Pub Type— Reports - General (140)

EDRS Price - MP01/PC19 Plus Postage.
Descriptors—Administrator Attitudes, "Career Development, "Counseling Services, Counselor Attitudes, "Blementary Secondary Education, Evaluation Methods, Foreign Countries, Parent Attitudes, "Program Evaluation, "School Counseling, "School Guidance, Student Attitudes, Teacher Attitudes, "Program Evaluation, "School Counseling, "School Guidance, Student Attitudes, Teacher Attitudes, Teacher Attitudes, Teacher Attitudes, Teacher Attitudes, Teacher Attitudes, Edmonton)

This document contains a report of the Guidance and Counselling Services Review, a project undertaken to evaluate classroom guidance, personal counseiling, and career development services in the Edmonton public schools. It contains descriptions of guidance and counseling activities in Edmonton achools, Alberta Education initiatives, and the design of the review. Results are summarized under acctions representing major sources of information achools, Alberta Education initiatives, and parents in 30 elementary, 12 junior high, and 6 senior high schools; (3) interviews with community services and post-secondary educational institution personnel; and (4) interviews with district personnel. Also included are sections on guidance and counseling services for students, and with district personnel. Also included are sections on guidance and counseling services for students, teachers, and parents; principals', teachers', and counselors' perceptions regarding responsibility for guidance and counseling services in the school; suggestions for improvements, and improvements currently being implemented. More than 100 pages of appendices contain information on major questions addressed in the review, advisory committee members and on-site observation team members, statistical tables from questionnaire results, and a report on Operation Aware. The last half of the document contains the 18 survey forms used in the evaluation which may be adapted for local use. (NB)

ED 279 934 CG 019 743

ED 279 934

Okagaki, Lynn And Others
Children's Exewritasess Memory for Same and Different Racial Models.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—MP01/PC01 Plus Postage.

Descriptors—MP01/PC01 Plus Postage.

Ocalidren, Preschool Education, Racial Factors, Recall (Psychology), \*Recognition (Psychology), \*Social Cognition \*Social Cognition

Recently, young children have been allowed to Recently, young children have been allowed to testify as competent witnesses in courts of law and the testimony of a single child can be very important in sexual abuse cases. A study was conducted to examine the accuracy of nursery school children's eyewitness accounts in a naturalistic setting. Nursery school students (N=31) viewed two women, one white and one black, present a pupper show. Four days later, the children were asked to identify the two women, each from a threa-necton lie-Four days later, the children were asked to identify the two women, each from a three-person line-up. Nineteen white children and one Asian child agreed to complete the identification task. In trials in which the children picked someone out of the line-up, 50% of the total responses were correct; children correctly identified the white adult 60% of the time and the black adult 40% of the time. When no response the black adult 40% of the time. When no response was scored as lack of recognition, the rate of accuracy dropped to 32.3% overall, 39% for white adults, and 26% for black adults. Older children (over the median age of 49 months) were found to be better than younger children at identifying both the black and the white adults. These findings suggest that, under the conditions of the study, young children have difficulty identifying strangers they have seen 4 days earlier. Future research should ssees recall abilities of young children in different situations. (NE) ED 279 935 CG 019 744

Chen, William Lockhart, Judy O.
Does Moderate Level of Alcohol
Produce a Relaxation Effect?
Pub Date—Sep 86

Pub Date—Sep 86
Note—16p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

ing of the American Fubic Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Pustage.

Descriptors—"Alcoholic Beverages, "Beliefs, College Students, "Coping, "Drinking, Higher Education, "Psychophysiology, "Stress Management Identifiers—"Relaxation

Although many individuals use alcohol to cope with stress (their behavior being based on the belief that alcohol can produce a relaxation effect), research has reported conflicting results on the effect of alcohol on tension reduction. A study was conducted to examine the psychophysiological effects of moderate levels of alcohol consumption under a resting state. College students (N=18) were randomly assigned to either an alcohol group or a control group. Baseline measurements of muscle tension, blood pressure, heart rate, respiratory rate, and state anxiety were taken on all subjects before treatment. Subjects in the alcohol group consumed sufficient quantities of beer or wine to achieve a blood alcohol level of .05%. The control subjects received no specific treatment but had the opportunity to read health-related magazines while waiting to be tested again. Following their respective treatments, all subjects were retested. An analysis of covariance was used to examine the differences of criterion measures between groups. These findings fail to support the belief that alcohol is effective in producing a relaxation effect. (Author/NB)

CG 019 745

ED 279 936

Rody, Michael And Others

Separation: High School to College.

Pub Date—Oct 86

Note—20p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (42nd, Washington, DC, October

sion Counselors (42nd, Washington, DC, October 5-8, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—\*College Bound Students, College Freshmen, Counseling Services, Emotional Response, High Schools, \*High School Seniors, \*Parent Child Relationship, \*Parents, Parent Student Relationship, \*Separation Anxiety, \*Transitional Programs

\*\*Parent Child Relationship, \*Parents, Farent Student Relationship, \*Separation Anxiety, \*Transitional Programs

The transition from high school senior to college freshman reflects the emergence of the adolescent into the young adult and can result in separation anxiety for parent and senior, a seminar on the topic of separation was given to parents and seniors by a child psychiatrist and two high school college advisors. The objective of the seminar was for both groups to become aware of the nature and significance of the upcoming change in their lives. Preparation for the separation process was facilitated by sharing universal concerns and practical advice, and by expressing feelings of loss. The seminar began by expressing feelings of loss. The seminar began with an introductory lecture by the psychiatrist focusing on stages of separation through the life cycle such as weaning, the possession of transitional objects, day care, nursery school, sleepovers, summer camp, and the multiple separations, parents and seniors were separated into their respective groups. Open-ended questions such as "What is the most exciting thing about (you, your child) going to college next year?" were discussed by both groups. Responses were discussed, recorded, and brought back to the entire group, promoting interaction, ventilation, and a new awareness of this difficult phase of individuation. Because the workshop actively helped the transition processes and allayed much anxiety about separation, it has received a wide audience. (Advice for parents and seniors on coping with the first year of college is included.) (Author/ABL)

ED 279 937 CG 019 746 Monahan, Felicia Policy and Management Issues Surrounding the Development of an Alzheimer's Unit in a Long Term Care Facility.

Pub Date—Sep 86
Note—Sp.; Paper presented at the Annual Meeting
of the American Public Health Association
(114th, Las Vegas, NV, September 28-October 2,

"Oner Adults, services, Sectanzianon, start Roise Identifiers—"Alzheimers Disease, "Structured Programing
A special unit within a nursing home for serving residents with dementia was developed and implemented at the Cape Cod Nursing Home in Buzzards Bay, Massachusetts. The purpose of the special unit is to create a structured and protective environment which holistically supports the residents with dementia in achieving their maximum potential. A program designed to help the residents 'amilies adjust to the changing roles and relationships made necessary by the progression of the disease accompanies the unit. The unit was designed with wall coverings and furniture in warm colors, washable carpeting, door alarms for security, family-atmosphere dining, and an activity room. The unit is staffed by nurses, nursing assistants, and a program assistant, the majority of whom have chosen this assignment. Admission criteria is based on a diagnosis of Alzheimer's Disease or related dementia. Support systems for staff, family, and residents are emphasized. Problem behaviors and safety issues such as depression and combativeness are anticipated and addressed in patient care planning. Public health proposals should address the difficulty nursing homes experience in seeking psychiatric care for ing homes experience in seeking psychiatric care for patients with severe problem behaviors associated with Alzheimer's Disease. (ABL)

CG 019 747 Youth Development Project: First Year Evaluation Report [1984-85]. Report No. 321. Hawaii Univ., Manoa. Youth Development & Re-

Hawaii Univ., Manoa. Youth Development & Re-search Center.
Pub Date—Jan 86
Note—68p.; Bar graphs have faint print.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC03 Plas Postage.
Descriptors—9 Delinquency Prevention, Elementary School Students, \*High Risk Students, Intermediate Grades, \*Interpersonal Competence, Parent Attitudes, Pere Influence, \*Peer Teaching, \*Preadolescents, \*School Activities, Self Concept, Student Attitudes, Student Development, Teacher Attitudes

cher Attitudes

The Youth Development Project is a school-based delinquency prevention project which incorporates intervention strategies of social skills training, studelinquency prevention project is acnow-asset delinquency prevention project which incorporates intervention strategies of social skills training, student team learning, and community liaison between home and school. Subjects in the project are fourth, fifth, and sixth graders of one experimental (N=315) and one comparison (N=196) elementary school in Hilo, Hawaii. Data were collected from: (1) surveys and questionnaires completed by teachers, students, and parents; (2) direct classroom observations of students' time on task, disturbing others, and interactions with teachers and peers; (3) archival data from school records on absenteeism, tardiness, disciplinary referrals, and grade point swerage (GPA); and (4) anecdotal information from teachers and parents. The results revealed no strong relationship between the intervention and the dependent variables of classroom behavior, GPA, disciplinary referrals, and self-concept. Anecdotal and survey data from parents, teachers, and students did, however, indicate that social skills training and student team learning were useful school activities. Despite numerous problems with internal validity, the Youth Development Project may contribute valuable information to the understanding of delinquency prevention. Within the text there are many tables analyzing survey results and numerous figures (bar graphs). The appendixes consist of student, teacher, and parent surveys; classroom observation procedures; and a summary of narrative responses from the teacher survey. (NB)

CG 019 748 Chinen, Merton And Others
Pre-Commitment Factors of Juveniles Incarcers

ted at the Hawaii Youth Correctional Facility-A Study of the 1974-1978 Population, Report NO.

323.

Hawaii Univ., Manoa. Youth Development & Research Center.

Pub Date—Mar 86

Note—60p.

Pub Type— Reports - Research (143)

EDRS Price - MF0L/PC03 Plus Postage.

Descriptors—"Adolescents, Age Differences, "Correctional Institutions, Craimais, "Delinquency," Delinquent Rehabilitation, Followup Studies, Juvenile Courts, "Mental Health Programs, Probationary Period, "Recidivism, Youth Problems Identifiers—"Hawaii "Recidivism of Discharges from the Hawaii "Recidivism of Discharges from the Hawaii

Juvenile Courts, "Mental Health Programs, Probationary Period, "Recidivism, Youth Problems Identifiers—"Hawaii "Recidivism of Discharges from the Hawaii Youth Correctional Facility—1974 to 1978" (Zych, 1984) was a research project which examined characteristics of the recidivist as a juvenile, such as sex, commitment offense, and age at commitment. A study was undertaken to supplement that research project by examining additional variables influencing recidivism of the juvenile offender. These variables included age at first referral to Family Court, agency placements used prior to commitment, the length of time spent on probation, whether or not the juvenile had been detained in the detention home prior to commitment, and the severity of a juvenile's criminal history. Subjects were 325 juveniles who were incarcerated at the Hawaii Youth Correctional Facility (HYCF) and who represented a sample of the 570 juveniles studied in the previous research project. The data on variables studied were cross-tabulated with post-HYCF recidivism behavior. The sample was examined at two levels of recidivism—arrest and conviction. The results indicated only one significant relationship between the variables and recidivism: a juvenile's placement in a mental health program displayed a high rate of recidivism by conviction. A possible explanation for this finding may stem from the fact that juveniles placed in mental health programs have been perceived to have a higher degree of mental dysfunction or sociopathic behavior, therefore having higher chances of violating the law again. (NB)

CG 019 749

ED 279 940 CG 019 74 Fisher, Millard J. Ozaki, Roger H. A Comprehensive Wellness Program for Interna-tional Students. Pub Date-[85]

Pub Date—[85]
Note—47p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adjustment (to Environment), College Students, "Eating Habits, "Foreign Student Advisers, "Foreign Student Higher Education, Models, "Physical Health, Prevention, "Self Care Skills, "Student Adjustment
Identifiers—"Wellness
This decument research a model wellness pro-

This document presents a model wellness program for international college students in the United States and strategies to aid them in staying healthy gram for international college students in the United States and strategies to aid them in staying healthy during their stay. It notes that, without parents or other support groups, international students run the risk of developing serious health problems because of inadequate diet and sleep, substandard housing conditions, culture shock, or academic concerns. The wellness model is divided into several sections: (1) physical health; (2) diet; (3) weight control; (4) smoking; (5) drug and alcohol use; (6) dental health; (7) care of the eyes and ears; and (8) care of the skin and hair. For each of these sections, strategies are presented to assist the international student in developing healthful techniques. The model includes examples of exercise and recreational activities; sample menus of nutritious meals; charts of ideal body weights; hints to stop smoking; sources of treatment for alcoholism; drug charts; and lists of common disorders of the eyes, ears, skin, and hair. It is concluded that a wellness plan can give international students a chance to prevent major physical and mental adjustment problems while in the United States and it is recommended that international student advisers should emphasize healthful habits to the international student. (NB)

ED 279 941 CG 019 750

Ediger, Marlow School Dropouts, Pub Date—[87] ts, Absenteeism, and Tardiness.

Pub Date—[87]
Note—[32].
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Antisocial Behavior, Attendance,
\*Dropout Characteristics, Dropout Prevention,

Drug Abuse, \*Educational Diagnosis, Elementary Secondary Education, Family Problems, \*High Risk Students, \*Potential Dropouts, Pregnancy, School Counseling, \*School Responsibility, \*Stu-dent Evaluation

School Counseling, "School Responsibility," Student Evaluation
When students are tardy or absent, or when they drop out of school, sequential learning cannot occur, subject matter and skills cannot be developed, and much student talent is wasted. At-risk students identified in the school setting include those exhibiting aigns of alcohol consumption, drug abuse, or antisocial behavior. These students need sesistance to overcome their problems and to achieve in school. When counseling in the school setting is not sufficient, these students need to be referred to appropriate services in the community. For some high achool students, the immediate earnings from employment seem more significant than staying in school. These students need courses in vocational education and sasistance to help them develop positive attitudes toward education, perceive alternatives to dropping out, and realize the worth of long-term goals. Pregnant teenage girls, also at risk of dropping out, need counseling services to help them obtain their diplomas, learn job skills, and cope with their situations. Family situations, such as cultural differences between values taught at home and at school, separation, divorce, or a parent's loss of employment, can put students at risk of dropping out. School personnel need to determine causes of tardiness, absenteeism, and dropping out, and to provide necessary remediation. (NB)

ED 279 942 CG 019 751 ED 279 942 CG 019 751
To Authorize Federal Assistance for the Establishment and Expansion of State Missing Children
Clearinghouses. Hearing before the Subcommittee on Human Resources of the Committee on
Education and Labor. House of Representatives,
Ninety-Ninth Congress, Second Session (September 11, 1986), Serial No. 99-138.
Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.

Pub Date—87
Note—151p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, Pub Type— Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Adolescents, Child Custody, "Children, "Child Welfare, Delinquency, "Federal Aid, "Federal State Relationship, Hearings, Interstate Programs, Runaways, State Federal Aid, "State Programs, Punaways, State Federal Aid, "State Programs, Runaways, State Programs, Runaways, State Programs, Runaways, State Programs, Runaways, State Programs, Runaways, Runaways,

Programs lentifiers—Congress 99th, \*Kidnapping, \*Missing

Persons
This document contains witness testimonies and prepared statements from the Congressional hearing called to consider H.R. 604, a bill which would amend the Missing Children's Assistance Act, to direct the Office of Juvenile Justice and Delindirect the Office of Juvenile Justice and Delin-quency Prevention to make grants for establishing, assisting, or expanding state missing children clear-inghouses. Opening statements are included from Congressmen Dale Kildee and Thomas Tauke, and from Congressman Tom Lewis who introduced the bill. Different perspectives on H.R. 604 and on the priorities which various activities and programs should receive are offered by two panels of wit-nesses. The first panel consists of: (1) John Patter-son, associate director for technical assistance, National Center for Missing and Exploited Chil-dren; (2) Alex Ferguson, superintendent, Division of Administration, Illinois State Police; (3) Wayne Quincey, Division of Criminal Justice Information Systems, Florida Department of Law Enforcement; Quincey, Division of Criminal Justice Information Systems, Florida Department of Law Enforcement; and (4) Carroll Bidler, director, Division of Admin-istrative Services, Iowa Department of Public Safety. Witnesses testifying in the second panel in-clude Georgia Hilgeman, executive director, Van-shed Children's Alliance; Charles Sutherland, trustee, Search Reports, Inc.; and Barbara Rachel-son, executive director, Michigan Network of Run-away and Youth Services. Other relevant materials are appended. (NB)

Messe, Edwin, III
Charles W. Hartman Memorial Lecture. Delivered
by the Honorable Edwin Messe, III, Attorney
General of the United States at the University of
Mississippi.
Department of Justice, Washington, D.C.
Pub Date—19 Mar 87

Note—19p. Pub Type— Opinion Papers (120) — Speeches/

Note—19p.
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Court Litigation, \*Drug Abuse, \*Federal Courts, \*Federal Programs, \*Illegal Drug
Use, Personnel Policy, Pharmscists, Prevention,
Role Models, \*School Responsibility, \*Teacher

Use, Personnel Policy, Pharmacists, Prevention, Role Models, \*School Responsibility Identifiers—\*Drug Testing In addressing the problem of drugs, Reagan Administration efforts focus on both the supply and the demand of drugs. One problem, the diversion of legal drugs into the illegal market, can be accomplished by pharmacists, drug manufacturers and distributors, or by forged or fraudulent prescriptions. Pharmacists can combat this problem by self-policing and by providing drug education to the public. The federal government's efforts to curb the supply of illegal drugs have involved the Drug Enforcement Administration, the Organized Crime Drug Enforcement Task Forces, United States Attorneys, the Federal Bureau of Investigation, and at the international level, the Central Intelligence Agency, United States Customs, and the Coast Guard. Drug misuse is an especially serious problem in schools. In New York, the Patchogue-Medford Board of Education requires probationary teachers to take a drug test as a condition of tenure. Teachers who have challenged this requirement as a violation of the Fourth Amendment have been supported by lower New York state courts. The United States Department of Justice, however, views freedom from drugs as a valid condition of employment for school teachers. Drug testing has been upheld when applied to race-track jockeys, prison guards, transportation workers, and to others whose jobs may impact public safety. Teachers, as role models for students, must present drug-free examples for stude

ED 279 944

CG 019

Developments in Aging: 1986, Volume 1. A Report
of the Special Committee on Aging. Units
States Senate, One Hundredth Congress, FirSession. CG 019 753

Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-R-100-9-V1
Pub Date—27 Feb 87
Note—462p.; For Volume 2-Appendixes, see CG

019 754.

Pub Date—27 Feb 87
Note—462p; For Volume 2-Appendixes, see CG 019 754.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Aging (Individuals), Community Services, Employment, Federal Aid, \*Pederal Legislation, \*Pederal Programs, Health Insurance, Housing, \*Insurance, Legal Aid, \*Older Adults, \*Retirement Benefits, \*Social Services Identifiers—Congress 100th
This document is the first volume of a two-volume Senate report describing actions taken during 1986 by the Congress, the administration, and the Senate Special Committee on Aging which are significant to older Americans. It summarizes and analyzes federal policies and programs that are of continuing importance for older persons and their families. Chapter 1 provides an overview of Social Security and focuses on old age and survivors insurance and disability insurance. A prognosis for the future of Social Security is given. Chapter 2 gives an overview of employee pensions and discusses private pensions, state and local public employee pension plans, federal civil service retirement, military retirement, and railroad retirement. Chapter 3 provides an overview of taxes and savings and gives a prognosis. Chapter 4 looks at employment, chapter 5 examines Supplemental Security Income, and chapter 6 focuses on food stamps. Chapter 7 gives an overview of health care and discusses Medicare, health benefits for retirees of private sector employers, and health research and training. Long-term care is considered in chapter 8. Chapter 9 presents an overview of housing programs, then concentrates on federal housing programs and innovative housing arrangements. Chapter 10 examines energy assistance and weatherization and chapter 11 discusses the Older Americans Act. Chapter 12 contains an overview of social, community, and legal services, education, Older Americans volunteer programs, transportation, and legal services. Chapter 13 examines the federal budget. Supplemental materials are provided, including summaries of t

hearings held in 1985 and lists of committee reports, prints, and hearings dating from the early 1960s. (NB)

ED 279 945

CG 019 754

Developments in Aging: 1985-Volume 2-Appendixes. A Report of the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Spe-

dires. A Report of the Special Committee on Aging, United States Senats, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-R-100-9-V2
Pub Date—27 Feb 87
Note—512p.; For Volume 1, see CG 019 753.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDBS Price - MF02/PC21 Plus Postage.
Descriptors—Aging (Individuals), Federal Aid,
"Federal Legislation, "Federal Programs, "Human Services, "Older Adults, "Public Agencies, Well Being Identifiers—Congress 100th
This document is the second volume of a two-volume Senate report describing actions taken during 1986 by the Congress, the administration, and the Senate Special Committee on Aging which are significant to older Americans. While volume 1 summarizes and analyzes federal policies and programs that are of continuing importance for older persons and their families, volume 2 contains are extensive set of appendices. Appendix 1 contains the annual report of the Federal Council on the Aging. Appendix 2 contains reports from the United States Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Justice, Labor, State, Transportation, and the Treasury. Reports are included from several federal agencies, including: (1) ACTION; (2) commission: (4) Environmental Protection Agency; (5) Equal Employment Opportunity Commission; (6) Federal Communications Commission; (7) Federal Trade Commission; (8) General Accounting Office; (9) Legal Services Corporation; (10) National Endowment for the Humanities; (12) National Science Foundation; (13) Office of Consumer Affairs; (14) Pension Benefit Guaranty Corporation; (15) Postal Service; (16) Raildroad Retirement Board; (17) Small Business Administration; and (18) Veterans Administration. (NB)

The Menopause Time of Life.
National Inst. on Aging (DHHS/NIH), Bethesda,

Report No.—NIH-86-2461 Pub Date—86

Pub Date—86

Note—27p.

Available from—National Institute on Aging Information Center/Meno, 2209 Distribution Circle, Silver Spring, MD 20910 (Single copy, free). For multiple copies contact the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017046-00056-0, \$1.00).

Pub Type—Reports a General (140)

Washington, DC 20402 (Stock No. 017046-00056-0, \$1.00). Pub Type—Reports - General (140) EDRS Price - MPDI/PC02 Plus Postage. Descriptors—Adult Development, "Aging (Individuals), Eating Habits, "Exercise, "Females, "Mental Health, Middle Aged Adults, "Nutrition, Older Adults, Sexuality, Smoking Identifiers—"Menopause, "Osteoporosis This pamphlet examines menopause and the changes associated with it. Menopause is briefly described, sugical menopause and the reproductive cycle is discussed. Signs of menopause are described, including hot flashes and vaginal and urinary tract changes. Postmenopausal osteoporosis is explained and women most at risk of developing osteoporosis are identified. Suggestions, in the form of lifelong eating and exercise habits, are given for preventing or delaying the onset of osteoporosis. Situations are discussed in which treatment is needed for menopause and available treatments, such as estrogen replacement therapy (ERT), are explored. Cases in which ERT should not be used are considered. Mental health during menopause are described, and the role of sexuality during and after menopause is explained. The role of good nutrition in helping women stay healthy as they grow older is examined. The dangers of smoking and the need for physical exercise are also dising and the need for physical exercise are also dising and the need for physical exercise are also dis-

used. The book concludes with a list of other Na-onal Institute on Aging publications of interest to der women. (NB)

ED 279 947 CG 019 75
Monheit, Alan C. And Others
The Employed Uninsoured and the Role of Public
Policy, National Health Care Expenditures
Study. CG 019 756

ational Center for Health Services Research and Health Care Technology (DHHS/PHS), Rock-

Health Care Technology (DHHS/PHS), Rock-ville, MD.
Pub Date—85
Note—19p.
Journal Cit—Inquiry; v22 p348-364 Win 1985
Pub Type— Reports - General (140) — Journal Ar-ticles (080)

Journal Cit—inquiry, v22 p348-364 win 1985
Pub Type—Reports - General (140) — Journal Articles (080)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—"Employees, Fringe Benefits,
"Health Insurance, Individual Characteristics,
Medical Services, Personnel Policy, "Public Policy, Use Studies
Identifiers—"Employed Uninsured
This paper notes that, although most private
health insurance is obtained through the workplace,
important gaps remain in the present system of employment-related coverage. National survey data
are presented which revealed that more than 9 million persons with employment experience were uninsured, who, with their uninsured dependents,
accounted for three-quarters of all persons who
lacked coverage. This report examines the circumstances and characteristics of the employed uninsured, including their opportunity to secure health
insurance fringe benefits, their medical care use and
expenditures, and the benefits available in private
insurance that is not work related. Findings are
presented showing that, although workers who are
young and poor are the most likely to be uninsured,
almost one-half of the employed uninsured are over
30 years old and one-half reside in middle or
high-income households. It is also noted that few of
the employed uninsured are offered health insurance at the workplace, and they do not receive
higher wages in place of health insurance fringe benefits. Alternative public policy responses to the
problem of lack of health insurance coverage are
also considered, including: (1) mandated employment-related coverage; (2) mandated state insurance pools; and (3) general tax credits for health
insurance. (Author/NB)

CG 019 757 ED 279 948

insurance. (Author/NB)

ED 279 948

CG 019 757

Rosenheimer, Lilia

Vesper Home Care Alzheimer Case Management and In-Hosse Respite Program, September 1, 1983-August 20, 1986.

Pub Date—Mar 87

Note—Py: Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCBI Plus Postage.
Descriptors—\*Adult Day Care, Aging (Individuals), Caseworker Approach, Family Problems, "Home Programs, Nurses, Older Adults, "Program Budgeting, "Social Support Groups, "Stress Management, Visiting Homemakers Identifiers—"Alzheimers Disease, "Cargivers This document describes the Alzheimer Case Management and In-Home Respite Program begun in 1985 in California. Training provided to nurses and selected homemakers in the program is discussed and sources of referrals are identified. Initial nursing visits which involved physical and behavioral assessment of the patient and discussions with stressed and exhausted caregivers are described. The need for respite for caregivers, the screening of patients for the day care center, the use of the Alzheimer Day Care and Resource Center for respit, and linking caregivers to support groups are described. The program is briefly analyzed and changes implemented during the second year of the program are explained. Fundraising for the second year is also described. Numerous tables are included which summarize referrals and patients open to care, monthly visits and in-home respite, funding secured for the second year of the program, a statement of revenue and expense for the first year, and the second year budget. (NB)

ED 279 949

Enos, Richard Chng, Chwee Lye

Perceived Impact of Distribution of a Self-Care
Book on Members of an HMO in Texas. CG 019 758 Pub Date—Sep 86 Note—24p; Paper presented at the Annual Meet-ing of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2,

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cost Effectiveness, \*Health Education, Health Materials, Nurses, Participant Satisfaction, \*Patient Education, Physicians,
\*Preventive Medicine, \*Resource Materials, Use

faction, "Patient Education, Physicians, 
"Preventive Medicine, "Resource Materials, Use 
Studies Identifiers—Cost Containment, "Health Maintemance Organizations, "Self Care 
Research has shown that medical self-care holds 
promise in not only improving health, but also in 
potentially reducing the cost of medical care. A 
study was conducted to evaluate the perceived impact of the distribution of a self-care book on members of a Health Maintenance Organization (HMO) 
in the Dallas-Fort Worth, Texas, area. Data were 
obtained from 15 physicians, 16 nurses, and 118 
members of the HMO. Physicians and nurses received copies of the self-care book and were interviewed. HMO members received copies of the book 
and, 3 months later, completed survey questionnaires. The results revealed that most of the HMO 
members, physicians, and nurses in the study perceived the book as a useful adjunct to medical services. Data concerning its usefulness in decreasing 
rates of utilization of medical services, however, 
were inconclusive. There appeared to be some data 
supporting the contention that health promotion, in 
the form of the distribution and utilization of the 
self-care book, can perhaps reduce the use of services and increase the use of less costly preventive 
care as opposed to inpatient and outpatient services. 
More research is needed to precisely determine the 
economic benefits of using the self-care book. (Author/NB)

ED 279 950
Starn, Jane Ryburn Paperny, David M.
Computer-Assisted Instruction to Avert Teen
Pregnancy.
Pub Date—Sep 86

Note—11p.; Paper presented at the Annual Meet-ing of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Adolescent Development, \*Adolescents, \*Computer Assisted Instruction, Contraception, Decision Making, Early Parenthood,
\*Family Life Education, High Schools, High
School Students, \*Pregnancy, \*Prevention, \*Sex
Education, Student Attitudes
Teenage pregnancy has become a major public
health problem in the United States. A study was
conducted to assess an intervention based upon

Teenage pregnancy has become a major public health problem in the United States. A study was conducted to assess an intervention based upon computer-assisted instruction (CAI) to avert teenage pregnancy. Social learning and decision theory were applied to mediate the adolescent environment through CAI so that adolescent development would be enhanced, fostering mature decision making. A non-random comparative design was implemented in five high schools on the island of Oahu. High school students (N=718) served as either control subjects or as experimental subjects who played one of two computer games, either Baby Game or Romance. Esperimental subjects who played one of Romance Esperimental subjects who played one of Romance Esperimental subjects state the games favorably. Compared to controls, significantly more of the Baby Game players could identify the time required for child care, and the costs for childbirth, care for the first year of life, and raising a child to age 18. Compared to controls, significantly more of the Romance players reported they would ask a health professional for birth control, and identify effective and noneffective methods of birth control. Informal follow-up interviews revealed that pregnancy rates were lower in two settings where the games had been implemented for over one year. These preliminary findings suggest that CAI may be a viable intervention to avert teenage pregnancy. Further research is being planned. (NB)

ED 279 951 CG 019 760 Gower, Linda A. And Others
Games Stratogies: Gender Differences vs. Motivational Differences.

ote—17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

198/).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—'Achievement Need, Cognitive
Style, College Students, "Games, Higher Education," Motivation, "Problem Solving, "Sex Differ-

ences dentifiers-Parchisi Game, Prisoners Dilerma

Identifiers—"Parchisi Game, "Prisoner's Dileruma Game
Rapoport and Chammah's (1965) Prisoner's Dilemma (PD) game research and Vinacke's (1959) parchisi board game research revealed that players used various strategies to reach their desired outcomes. The researchers ascribed the strategy variations to gender differences. A study was conducted which replicated Vinacke's parchisi board game and Rapoport and Chammah's PD game to determine whether the gender differences reported in the literature still exist, and to examine their relationship to achievement motivation. Twenty-eight male and 24 fermale undergraduates participated in the PD game; 36 males and 36 females participated in the parchisi board game. Although the intensity of gender differences was not the same as that reported 25 years ago, the replication study revealed that gender differences in strategy choices still existed. Similar to the data reported in the past, females tended to choose a noncooperative strategy in the PD game, and a cooperative strategy in the parchisi game; whereas, male strategy choices were reversed. A theory of resultant achievement motivation as an explanation for the apparent reversal of game strategies within genders was not supported. It was concluded that, while gender differences were real, given the methodology used, they could not be explained through motivation. (NB)

ED 279 952 CG 019 761

ED 279 952

Snodgrass, Gregory And Others

Group Treatment of Eating Disorders in a University Counseling Center.

Pub Date—18 Apr 87

Note—26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).

ciation (33rd, New Orleans, LA, April 16-18, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—Behavior Modification, "Bulimia, "Cognitive Restructuring, College Students, Coping, "Females, "Group Therapy, Higher Education, Stress Management Identifiers—Eating Disorders Sociocultural pressures to jursue an unrealistic ideal of thinness have contributed to an increasing number of students seeking help at a university counseling center for the eating disorders of anorexia nervosa and bulimia. To help these students, a group treatment technique was developed using a cognitive-behavioral approach. Treatment techniques included educational information; open discussion of Eating Disorders Inventory (EDI) profiles; and self-monitoring of stressful situations, cognitions, and behaviors. Suggestions for coping were made with specific attention to issues with family and significant others. The approach was used with a group of seven bulimic female college students. Analysis of results from the EDI; the Beck Depression Inventory; and a self-monitoring form for behaviors, cognitions, and coping behaviors documented improvement trends in participants. (Author/NB) thor/NB)

ED 279 953 CG 019 762

ED 279 953

Schult, Deborah G. Schneider, Lawrence J.

Attribution of Blame toward Rape Victims.

Pub Date—Apr 87

Note—26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attribution Theory, College Students, Higher Education, "Rape, "Sex Differences, "Student Attitudes, Victims of Crime
Identifiers—Blame
Public researcher to recommend."

Public reactions to rape affect victims in a variety f ways and have implications for psychological ser-ices and legal adjudication of rape defendants. To

investigate reactions to rape, 144 undergrachustes were randomly assigned to a 2 (male versus female subjects) x 2 (victim with versus without rape history) x 3 (high versus medium versus low level of victim provocation) between subject design. After reading a fictional police report that manipulated rape history and victim provocation, participants completed a nine-item Rape Questionnaire concerning perceptions of the victim and assailant. The results indicated sex by provocativeness interaction and main effects for all three independent variables. Subjects attributed increasing amounts of blame to the victim as her level of provocativeness intensified. Victims with a rape history were blamed more than were victims without a rape history. Subject sex was found to influence attributions of blame. Males, more than females, appeared to ascribe to victim's acceptance of blame in proportion to her degree of provocativeness prior to the attack. Females tended to be more empathic toward victims and more accusatory of the assailant than were males. Implications of these sex differences may be significant for the rape victim. To the extent that service providers of each gender differentially ascribe to views about rape, the victim may encounter more initial acceptance from females. (NB)

ED 279 954 CG 019 763

Anderson, Jeffrey M. Theixs, John T. Survey of Key Informants on Elder Abuse as Neglect: Report to the Texas Senate Selec Subcommittee on Elder Abuse, 70th Legislativ

Gray Panthers of Austin, TX.
Pub Date—87
Note—129p.; For related document, see ED 254
787.

787.
Available from—Austin Gray Panthers, 7711 West
Rim Drive, Austin, TX 78731 (\$12.00/copy).
Pub Type— Reports - General (140)
EDRS Price - MP01/PO06 Plus Postage.
Descriptors—"Elder Abuse, "Family Violence,
"Human Services, Individual Needs, "Older
Adults, "Professional Personnel, Public Policy,

State Surveys
Identifiers—\*Texas

State Surveys
Identifiers—Texas
This document reports the findings of a study concucted for the Texas legislature to use in evaluating
alternatives for dealing with elder abuse. The described study analyzed experiences with elder abuse
of 1,653 Texas professionals in the fields of health
and medicine, the judiciary, financial services, law
enforcement, and social services. The introduction
discusses the complexity of elder abuse as a public
policy issue, elder abuse in Texas, the problem and
possible solutions, and professional opinions about
elder abuse. An overview of issues section defines
abuse and neglect, examines causes of elder abuse,
looks at the nature and extent of abuse, and discusses intervention and prevention issues. The survey approach, asmpling, and procedures are
described. A section on findings contains responses
of all key informants in the areas of: (1) contact with
abuse; (2) services provided; (3) services lacking; (4)
perceived causes of abuse; and (5) most helpful services. Comparisons among professions are made in
each of these five areas. A summary of findings
notes that 769 respondents reported experiences
with over 11,000 instances of elder abuse and that
all professions reported relatively high exposure to
unintentional neglect. Needed and helpful services, social casework counseling, and home health
and personal care are discussed. Appendices contain the survey instrument, findings from each of 10
professions, and a tabular summary of survey responses by profession. References, 4 figures, and 20
tables are included. (NB)

ED 279 955

CG 019 764

Procedures for Identifying Problem Drinkers: A
Screening and Assessment Package for Courts
and Treatment Agencies. A Self-Instructional
Guide.

National Highway Traffic Safety Administration
(DOT), Washington, D. C.
Report No.—DOT-HS-806-988
Pub Date—Jan 86

Note—262p.; Seventeen transparent test-scoring
templates that cannot be reproduced appear in
printed form on pages 244-261.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MPDI/PCII Plus Postage.
Descriptors—Alcoholic Beveragest, Alcoholism,
\*Clinical Diagnosis, \*Drinking, Evaluation Methods, "Identification, \*Independent Study, Scores,

Study Guides, \*Testing, Test Interpretation, Test Manuals, \*Test Results Identifiers—\*Procedures for Identifying Problem

Drinkers

Identifiers—\*Procedures for Identifying Problem Drinkers
This document presents a self-instructional guide to train individuals in the use of the Procedures for Identifying Problem Drinkers (PIPD), a screening and assessment package designed to determine the existence and degree of a drinking problem. The guide was developed for use in pre-sentence investigations, but is easily adaptable to other contexts. It is intended for use by individuals studying it alone, but it can also be used to train small groups or to inform nontraining audiences. A 15-step administrator's guide is provided for persons using the document to train others; a "how to use this guide" section is provided for individual users. The guide is divided into eight sections, each with a different objective. Section I provides an overview of the PIPD; and what it is intended to do. Sections Il through VII train the reader in how to use the PIPD; how to administer, score, record, and interpret the results of the PIPD; and how to recommend treatment based on the results. Each section deals with a different procedure: (1) questionnaire; (2) interview; (3) tally sheet of critical records; (4) treatment evaluation sheet and recommendation of treatment; (5) answer key; and (6) follow-up activities. Section VIII contains a brief annotated bibliography. Necessary forms and worksheets are appended. (NB)

ED 279 956 CG 019 765 Papini, Dennis R. Lloyd, Paul J.

Gender Related Attitudes towards Eating and
Health among College Students.

Pub Date—Apr 87

Note—12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

1987).

vention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,
1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDBS Price - MPH/PCB1 Plus Postage.
Descriptors—Anorexia Nervoas, Body Weight, Bulimis, "College Students, "Eating Habits, Higher
Education, "Psychological Patterns, "Sex Differences, "Student Attitudes, "Student Behavior
Identifiers—Eating Disorders
Heightened concern about eating behavior has
been expressed in recent surveys of high school and
college students. There have been increased requests for treatment of eating disorders among colege students and many colleges have developed
programs that provide treatment for students afflicted with an eating disorder. The Eating Disorder
Inventory (EDI) was administered to 347 male and
829 female college students to assess gender differences in psychological factors associated with attiudes toward eating and health The EDI was
selected for its ability to provide information about
right psychological factors that have been repeatedly associated with eating and health behaviors: (1)
drive for thinness; (2) bulimis; (3) body disanstifaction; (4) ineffectiveness; (5) perfectionism; (6) interpersonal distrust; (7) interoceptive awareness; and
(8) maturity fears. The results revealed that females
were more concerned about and disantisfied with
their weight, were more prone to bingeing, felt less
in control of their lives, and were less sensitive to
cues and emotions associated with hunger and eating than were males. These findings provide a
data-based foundation for the development of
broader student services on college campuses. (Author/NB)

CG 019 766 EJJ 279 957

Rupini, Dennis R. And Others

Higher Education and Cognitive Developmental

Changes in Adulthoot: An Integration of Logic
and Experience.

Pub Date—Apr 87

Note—13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—\*Adult Development, Adults, Adult
Students, \*Age Differences, Aging (Individuals),
\*Cognitive Development, \*Experiential Learning, Higher Education, \*Logical Thinking, \*Nontraditional Students
One of the issues facing educators is the increasing number of nontraditional students appearing in
the college classroom. Recent conceptualizations of

adult reasoning have suggested that there are qualitative differences in reasoning from young to late adulthood. The objective of this study was to examine cognitive differences rather than deficits among adult learners. Twenty-five young adults (mean age 19.8 years), 23 middle-aged adults (mean age 34.8 years), and 22 older adults (mean age 66.5 years) were presented with 12 problems which provided three types of interpretative context: (1) little interpretative context: (1) little interpretative context (1) are context which described marital relations and work (adult relevant tasks); and (3) a rich context which described marital relations and work (adult relevant tasks). Subjects were asked to provided information related to the perceived relevancy of each problem to their own lives. Demographic information was also obtained in order to assess health, education, marital status, income, and life style. Qualitative level scores were assigned by two independent raters. The scores assigned for each ask type were then examined by separate stepwise multiple regression analyses. In general, the analyses indicated that subjects who were male, older, and had more education were more likely to respond at a higher level than were other subjects. These results suggest educational implications for the college classroom which increasingly includes individuals of diverse ages and backgrounds. (Author/NB)

CG 019 767 ED 279 958

ssessing and Addressing the Special Challenge of Gay and Lesbian Students for High School

Commelling Programs.

Pub Date—14 Nov 86

Note—14p.; Paper presented at the Annual Meeting of the California Educational Research Association (65th, San Jose, CA, November 13-14, 1986).

1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF61/PC01 Plus Pestage.
Descriptors—"Adolescent Development, Counselor Role, Ethics, High Schools, "High School
Students, "Homosexuality, Role Conflict, School
Counseling, "School Counselors, "Sexual Identity, Student Development, "Student Needs
Bleven percent of teenage girls and 14 percent of
teenage how in a recent survey acknowledged hav-

teenage boys in a recent survey acknowledged hav-ing had a same sex sexual encounter. It may be assumed that the number of adolescents with con-cerns related to sexual orientation exceeds the numassumed that the number of adolescents with concerns related to sexual orientation exceeds the number with actual same sex experiences. If, asself-identified homosexual adults have reported,
their sexual orientation had developed before puberty, exploring issues related to sexual orientation
in counseling high school students will not likely be
determinant of their adult sexual orientation. Most
high school counselors would recognize that there
are, in their case loads, students for whom issues of
homosexuality or sexual orientation may be central
concerns. Failure to provide counseling or referrals
for the special needs of these students is an act of
negligence. Counselors may experience role conflict, however, of counselors may experience role conflict, however, of counselors as representative of the
mormative macroculture versus counselor as advocate of a minority group with special needs relevant
to their minority status. Although it may not be
within the scope of the high school counseling program to work extensively with issues of sexual identity, the issues can be addressed directly and openly,
and the special needs of this student population can
be understood, interventions can be provided, and
referrals can be made. (NB)

ED 279 959 CG 019 768 Gressman, John W. Brandt, Cocilia A Family Planning Teen Parent Advocate Pro-

Pub Date—Oct 86 Note—9p.; Paper pr of the America

Pub Date—Oct 86
Note—9p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
Available from—Family Planning Services, 6 South Laurel Street, Bridgeton, NJ 08302 (35.00).
Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price —MP01/PO1 Plus Postage.
Descriptors—\*Adoleacents, Advocacy, Community Services, Contraception, "Counseting Services, "Early Parenthood, Family Planning, "Health Education, Infants, Mothers, "Parent Education, "Parenting Skills, Pregnancy, Program Effectiveness

This paper presents a model for the development, implementation, and utilization of a health education, counseling, case management, and advocacy program for teenage parents. It describes the Teen Parent Advocate Program, a rurally based program designed to reduce the incidence of repeat teenage pregnancy, develop more effective contraceptive behaviors, improve infant and maternal health, develop effective parenting skills, and increase use of community resources. The paper discusses the use of a health educator to provide education information beginning while the teenagers are in obstetrical recovery. It notes that bi-weekly contact continues for a 3-month period, and includes telephone counseling and appointments as requested. An analysis of the adolescent participants in the program is presented. Utilization of referrals are evaluated. Education and counseling sessions with recurring themes for the teenagers, their partners, and their families are described. Outlines are included for program development, formal and informal service networks, program modifications, and program strengths and weaknesses. Recommendations and conclusions for program effectiveness conclude the paper. (Author/NB)

ED 279 960
CG 019 769
Veterans' Claims: Post-Traumatic Stress Disorder.
Report to the Honorable George C. Wortley,
House of Representatives.
General Accounting Office, Washington, D.C. Div.

of Human Resources.
Report No.—GAO/HRD-87-22
Pub Date—20 Jan 87

Note-15p. Available from

Pub Date—20 Jan 87

Note—150.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free, 6-99 copies, \$2.00 ea; 25% discount 100 or more copies).

Pub Type—Reports - General (140)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—\*Clinical Diagnosis, Decision Making, \*Evaluation Criteria, \*Mental Disorders, \*Psychiatric Services, Stress Variables, \*Veterans Identifiers—New York (Buffalo), \*Posttraumatic Stress Disorder, \*Veterans Claims
Post-traumatic stress disorder (PTSD) was officially recognized as a disorder by the American Psychiatric Association in January 1980, and the Veterans Administration (VA) started processing veterans' claims for the disorder in October 1980.

To investigate allegations that the Buffalo VA Regional Office was disapproving a high percentage of claims based on PTSD, not processing claims in a timely manner, awarding initial rating levels that were too low, and not providing due process to PTSD claimants, 32 PTSD cases were reviewed. The results revealed that: (1) statistical data on rating levels for PTSD cases were not available; (2) of the 32 cases reviewed, 19 were annoved by the The results revealed that: (1) statistical data on rating levels for PTSD cases were not available; (2) of the 32 cases reviewed, 19 were approved by the Buffalo Office to receive benefits, 4 were granted benefits by the Board of Veterans Appeals, 8 had been denied by Buffalo and were in the appeals process, and 1 case was denied and closed; (3) the 23 cases receiving benefits had a weighted average rating at the 40-percent degree of disability level and an initial weighted-average rating at the 30-percent level; (4) the Buffalo Office practice for deciding whether to request a psychiatric examination resulted in delay in processing claims; and (5) of 21 decisions rendered by the Board of Veterans Appeals for the 32 cases, none resulted in a return of peals for the 32 cases, none resulted in a return of the case to the Buffalo Office for lack of due process. Corrective actions which Buffalo Office officials have taken or agreed to take should reduce the pro-cessing time for PTSD claims. (NB)

CG 019 770 ED 279 961

CG 0.19 770

Reauthorization of the Older Americans Act.

Hearing before the Subcommittee on Human
Services of the Select Committee on Aging.

House of Representatives, Niaety-Ninth Congress, Second Seasion (December 15, 1986, New
York, NY), Volume III.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-99-608

Pub Date.—

Pub Date—87 Note—56p.; Portions of the document contain

Note—Sop.; Fortunas of the document concain small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) ice - MF01/PC03 Plus Postage

Descriptors—Aging (Individuals), \*Federal Ai \*Federal Legislation, Hearings, \*Older Adult

Descriptors—Aging (Individuals), "Federal Aid, "Federal Legislation, Hearings, "Older Adults, Social Services Identifiers—"Alzheimers Disease, Congress 99th, "Older Americans Act 1965
This document contains witness testimonies and prepared statements from a Coagressional hearing held at Hunter College in New York City, the third hearing held to consider resuthorization of the Older Americans Act (DAA) and voices his opposition to a proposal that would change the OAA in major ways. Representative Biaggi gives a brief history of the Older Americans Act (DAA) and voices his opposition to a proposal that would change the OAA in major ways. Representative Biaggi notes that a special focus of this third hearing is to review how to expand existing provisions in the OAA which relate to services provided to families of Alzheimer's disease victims. Brief statements are included from Donna Shalala, the president of Hunter College, and from Mary Pinkett, the chairperson of the Aging Committee of the New York City Council. Testimony is provided by three panels of witnesses. Panel One consists of Bugene Callender, director, New York State Office for the Aging; Janet Sainer, commissioner, New York City Department for the Aging; and Rose Dubrof, executive director, Brookdale Center on Aging, Hunter College. Panel Two includes Lou Glasse, president, Older Women's League; Joe Michaels, editorial director, WNBC-TV, New York; and Roberta Spohn, president-elect, New York state Association of Services for the Aged; and Robert Butler, Brookdale professor and chairman, Department of Geriatrics and Adult Development, Mt. Sinai School of Medicine. (NB)

CG 019 771 The Catastrophe of Uninsured and Underlasured Americans: In Search of a U.S. Health Plan. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Ninth Con-gress, Second Session.

gress, Second Sension.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-99-602
Pub Date—12 Sep 36
Note—134p.; Portions of document contain small

print.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Family Problems, \*Federal Legislation, \*Financial Problems, \*Federal Legislation, \*Financial Problems, \*Health Insurance, \*Health Needs, Hearings Identifiers—Congress 99th, \*Health Care Costs This document presents witnesses\* testimonies from a Congressional hearing called to examine the health care access problems of the large number of Americans without health insurance and those suffering from underinsurance or inadequate coverage of primary acute or long-term care. Opening statements are included from Representatives Edward Roybal, Matthew Rinaldo, Raiph Regula, Don Boaker, Marilyn Lloyd, Olympis Snowe, and Helen Bentiey. The text of the "USHealth" Program Act: An American Healthplan (H.R. 5070), Representative Roybal's bill to contain health care costs, maintain quality, and ensure access for all Americans is included. Witnesses providing testimony include (1) a mother of a brain-injured child; (2) Albert Sabin, developer of the Sabin polio vaccine; (3) Mary Hatwood Futrell, president, National Education Association; (4) Arthur Flemming, chair, Citizens' Commission on Civil Rights; (5) Robert Helms, Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, and (6) Uwe Reinhardt, professor of political economy, Princeton University. Prepared statements are included from Douglas Fraser, chairman, Health Security Action Council; Barbara Rohan, president, Re-Hab Associates, Inc. & Sports Medicine Center; Joyce Romero, secretary, Kansas Department on Aging; and Cancer Care, Inc. (NB)

ED 279 963 CG 019 772

CBS, Inc., New York, NY.; Government Employ-ees Insurance Co., Washington, DC.; Interna-tional Association of Auditorium Managers,

Chicago, IL.; National Automobile Dealers Association, McLean, VA.; National Basketball Association, New York, NY.; National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date—15 Oct 85
Note—55p.
Pub Type— Reports - General (140) — Non-Print Media (100)

Note—33p.

Pub Type— Reports - General (140) — Non-Print Media (100)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Alcohol Education, Alcoholism, "Community Involvement, "Drinking, Facilities, Programing (Broadcast), "Public Service, "Televi-

sion lentifiers—\*Drinking Drivers

sion

Identifiers—"Drinking Drivers

This document presents materials covering the television campaign against drunk driving called "TEAM" (Techniques for Effective Alcohol Management). It is noted that TEAM's purpose is to promote effective alcohol management in public facilities and other establishments that serve alcoholic beverages. TEAM sponsors are listed, including the National Basketball Association, the International Association of Auditorium Managers, the National Automobile Dealers Association, the Government Employees Insurance Company, Columbia Broadcasting System, and the National Highway Traffic Safety Administration. TEAM's four campaign slogans are included in the document with their intended message points and approach. These anti-drinking and driving alogans are shown to make connections between basketball and the anti-drunk driving message (i.e., take away the keys, it's the biggest assist you can make). Scripts from the campaign are included an extensive 30-page section of the document is a kit for public facility managers on effective alcohol management techniques. Background information, practical advice, an in-house procedures checklist, discussion of public information programs to reduce drinking and driving, and a relevant source materials list are provided. (ABL)

CG 019 773 ED 279 964

ELF 279 904 CG 019 773 Gray, John W. Pfeiffer, Angela Laird Skills for Leaders. National Association of Secondary School Principals, Reston, VA. Div. of Student Activities. Report No.—ISBN-0-88210-195-1

Pub Date—87
Note—869.
Note—869.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
Pub Type—Guides - General (050)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Communication Skills, \*Group Dy-Descriptors—\*Communication Skills, \*Group Dy-Descriptors—\*I eadership Qualities, \*Leadership Qualities, \*Leadership Qualities, \*Topography Canadary Canadary

Fub 19pc— Unices - Useria (USU)

EDRS Price - MP01 Plas Poetage, PC Not Available from EDRS.

Descriptors—"Communication Skills, "Group Dynamics, "Leadership Dualities, "Leadership Training, Secondary Education, Secondary School Students, "Self Concept, "Skill Development, Student Leadership potential and skills. Chapter 1, The Challenge of Leadership, defines leadership and looks at the myths, challenges, costs, and rewards of leadership. Chapter 2, Understanding Communication, examines communication as a process, exposes myths about communication discusses ways to develop communication skills, and considers communication as relationship. Chapter 3, Understanding Followers, discusses why people join groups, group purposes and behavior, relational needs, and advantages and disadvantages of groups. Chapter 4, Understanding Yourself as a Leader, defines self-concept; looks at the self-fulfilling propoecy, self-reflection, leadership style, and ethics, and learn to accept, and understand oneself as a leader. The impact of goals on self-concept is also considered. Chapter 5, Communication Skills for Leaders, discusses goal setting, time management, assertiveness, listening, nonverbal communication, working with groups, motivating, managing conflict, speaking in public, and using parliamentary procedure. The appendix includes various suggestions and exercises, and a reading list. (NB)

ED 279 965

Health Maintenance Organizations: The New York Perspective. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (New CG 019 774

ss of the U.S., Washington, D.C. House Se-

iect Committee on Aging. Report No.—House-Comm-Pub-99-564 Pub Date—24 Feb 86 Note—50p.

Note—50 Prom—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MP91/PC02 Plus Postage. Descriptors—Health Facilities, Health Insurance, "Health Needs, Hearings, "Medical Care Evaluation, "Medical Services, "Older Adults, Program Effectiveness Identifiers—Congress 99th, "Health Maintenance Organizations, "New York This document contains witnesses' testimonies from the Congressional hearing held in New York to gain that state's perspective on health maintenance organizations (HMOs). The hearing was convened by Robert Blancato and prepared statements from Representatives Mario Biaggi and Thomas Manton are included. Chairman Biaggi's statement calls the hearing an opportunity to evaluate HMOs and their relationship to elderly participants and to learn shout the requirements for becoming an HMO in New York, as well as existing regulatory safeguards at the federal and state levels. Three panels of witnesses representing the regulators, providers, and members of the New York health care community provide testimony. Panel One consists of Robert Biblo, president, Health Insurance Plan of Greater New York Hospital Association. Panel Two includes Jacqueline Wilson, acting regional administrator, Health Care Finance Administration, Region II; Frank Seubold, associate director for Health Maintenance Organizations, Health Care, Duren of Alternative Delivery Systems, New York State and Services and David Horinks, director, Bureau of Alternative Delivery Systems, New York State Lepartment of Health Panel Three consists of William II. Kane, president, U.S. Health Care, Inc. and Warren D. Paley, president, Capital Area Health Plan, Inc. (NB)

ED 279 966 CG 019 775

Miller, Howard J. And Others Social Work Program. Field Placement Manual for Social Work Field Placement I, Social Work Field Pincement II.

Mansfield State Coll., Pa.

Maintend State Com, 12 Pub Date—[82] Note—40p. Pub Type— Guides - General (050) — Tests/Ques-

Note-40p.

Pub Type— Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Students, \*Field Experience Programs, Higher Education, \*Internship Programs, Program Guides, \*Social Work, \*Social Workers

Workers

This document is a manual for a social work field placement program. The social work field placement program. The social work field placement is described as a learning experience designed to translate the students' interests, interpersonal abilities, and academic knowledge and theory into the capability of enabling others to solve problems. Expectations of skills to be learned in the field placement are listed. Guidelines and potential interest areas for two field placement classes are presented. Also included are a field placement contract form, policy statement on field instructors, an application form for fieldwork, instructional guidelines for preparing the fieldwork contract, performance evaluation forms, agency profile form, and field instructor profile form. (ABL)

BED 279 967

Brown, Robert M.

Sex Education, Concerns and Attitudes.
Pub Date—[87]

Note—6p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Raleigh, NC, March >6, 1987).
Pub Type—Reports—Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Course Evaluation, \*Grade 7, \*Grade 8, Health Education, Secondary Education, \*Sex Education, Sexuality, Student Attitudes

Identifiers-\*Acquired Immune Deficiency Syn-The general concern over an Acquired Immune Deficiency Syndrome (AIDS) epidemic and the government's need to educate and protect its citizens from this disease seem to have softened resistance to sex education in schools. The only viable defense against AIDS seems to be education, since there are no vaccines or effective treatments. Still, some parents have a legitimate concern about the presentation of sexual knowledge to their children. This study examined the effects of a 2-week sex education course taught to seventh and eighth grade students (n=92) as part of the health curriculum. The course was designed to present factual informations and time was allotted for group discussions. Three instruments, administered as pre- and post-tests, were used to evaluate the course: (1) a sexual permissiveness scale; and (3) a sexual concerns check list. A comparison of results from the pre- and post-tests showed a significant increase in sexual knowledge and lessening of sexual concerns, but no significant change in the sexual permissiveness scale. (ABL)

ED 279 968 CG 019 777 Dickinson, Dena And Others
Public Health Nursing for People with AIDS.
Pub Date—30 Sep 86
Note.—12. P. P.

Pub Date—30 Sep 86
Note—12p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986). Only those parts of Table 2 pertinent to this document are included.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC01 Plus Pestags.
Descriptors—"Community Health Services, Counseling Services, Diseases, "Health Needs, Medical Services, "Nurses, "Public Health, "Special Health Problems
Identifiers—"Acquired Immune Deficiency Syndrome

Identifiers—"Acquired Immune Deficiency Syndrome (AIDS) or AIDS-related conditions (ARC) need continual care and support, at a level which can severely tax the health resources of a community. Public health nursing should have a central role in the effective and efficient response to this devastating problem. Since the early stages of the AIDS epidemic, public health nurses have provided a variety of services to AIDS and ARC patients. A standardized care plan to assist public health nurses in those services was developed. Eleven nursing diagnoses were identified as being commonly assessed in patients with AIDS: (1) inadequate knowledge base; (2) inadequate financial, housing, and health resources; (3) disturbance of psychosocial well-being; (4) ineffective coping mechanisms; (5) death and dying/grieving; (6) increased risk of infection; (7) alteration of nutrition and fluid status; (8) deficit in pain management; (9) alteration of activity level/immobility; (10) alteration in bowel/bladder elimination problems; and (11) circulation impairment. Parts of the care plan responding to these problems include coordination of discharge planning; case management including financial and housing services as well as appropriate health care; referrals to mental health services; patient education and counseling; nurtition counseling; monitoring of neurological changes and pulmonary condition; and prevention activities. The experience, training, and professional focus of public health nursing permit it to respond to the needs of patients affected by AIDS or ARC. (ABL)

ED 279 969

Bausell, R. Barker Soeken, Karen L.

Differences in Affective and Behavioral
Health-Related Variables Associated with Age.

Pub Date—Sep 86

Note—11p; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC81 Plus Postage.
Descriptors—Adults, \*Age Differences, \*Behavior Patterns, Compliance (Psychology), \*Health Activities, Locus of Control, \*Older Adults, \*Prevention, Self Evaluation (Individuals)

vention, Seif Evaluation (Individuals) [Identifiers—"Health Promotion
Although considerable data exist linking individual lifestyle variables to health outcomes, little is known about how the elderly differ from younger adults with respect to both their health seeking behavior and their beliefs about health. A national

survey contrasted 155 persons aged 65 years of age or older with 1100 younger adults in order to identify behavioral and affective differences in health associated with age. In general the elderly were more likely to report poorer health and to be less optimistic about the degree of control possessed over their future health status, although they were significantly more likely to comply with salutary dietary practices than were their young counterparts. They also reported considering these practices as more important and rated their self-efficacy with respect to effecting them considerably higher. While more compliant with a number of preventive behaviors, the elderly were significantly deficient in certain specific areas such as exercise, having their cholesterol blood levels monitored regularly, participating in medical treatment decisions, and in their knowledge with respect to cancer prevention. It was concluded that these data have the potential to provide a relatively comprehensive picture of the elerly's health soeking experiences and beliefs and to serve as a mechanism by which both strengths and deficits therein are identifiable. (Author/NB)

CG 019 779

ED 279 970
Bausell, R. Barker Soeken, Karen L.
Third Year Trends in Compliance with Recommended Health Seeking Behaviors.
Pub Date—Sep 86
Note—11p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, \*Behavior Patterns, \*Eating
Habits, \*Health Activities, National Surveys, Nutrition, \*Prevention, \*Restraints (Vehicle Safety),
The Company of the Price of the Part of the

Trend Analysis

ntifiers-\*Health Promotion

Trend Analysis
Identifiers—"Health Promotion
Beginning in 1983, a national poll has been conducted annually to assess the extent to which the American public engaged in a core of 21 recommended health seeking behaviors. For the third consecutive year a national sample of approximately 1250 adults were interviewed concerning their self-reported compliance with a basic core of 21 health seeking behaviors. Identical sampling methodologies (i.e., a stratified random digit dialing procedure stratified by geographic region and place of residence therein) and identical behavioral wording were employed across surveys. As reported in 1985, statistically significant changes were observed between the first (1983) and second (1984) years, both with respect to an overall composite score based on all 21 behaviors and for a number of individual behaviors. Although a numerical improvement was observed for the 1985 composite score as compared to 1984 data, this difference did not reach statistical significance. From an individual perspective, however, two behaviors did register dramatic and statistically significant improvement over the preceding year: respondents reporting always using a seathelt rose from 27% in 1984 to 41% in 1985 (the comparable figure was only 19% in 1983) and individuals reporting trying very hard to consume adequate amounts of calcium rose from 45% to 57% (65% among women). Overall, these trends continue to be encouraging, although obviously a great deal of long women). Overall, these trends continue to be encouraging, although obviously a great deal of room for improvement remains. (Author/NB)

ED 279 971 CG 019 780

Galbraith, Michael
The Comparative Importance of Relationship Oriented vs. Nouvelationship Oriented Factors for Men in the Noutraditional Employment of Nurs-

leg.
Pub. Date—Jan 87
Note—40p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Career Choice, Employee Attitudes, "Individual Characteristics, Interpersonal Relationship, "Job Satisfaction, "Males, "Nontraditional Occupations, "Nurses, Nursing, Work Attitudes,

Attitudes
Although much attention has been focused on women moving into work roles traditionally held by men, men who work in a profession or occupation with a high proportion of women essentially have been overlooked. Questionnaires were completed by 61 male alumni from a school of nursing in a

study which attempted to: (1) describe demographic characteristics of respondents; (2) develop reliable measures to test the hypothesis that men pursuing nontraditional careers find relational aspects of their work more important than financial, power, or prestige aspects; (3) compare responses from career and job instructional sets; (4) determine what demographic variables relate to men in nontraditional employment; and (5) identify, through open-ended questions, reasons that men work in nontraditional careers. The measures were determined to have adequate internal reliability using Chronbach's alpha. A factor analysis supported that the combined scales contained in the measure were responding to two distinct concepts. There was support for the hypothesis that men in the nontraditional role of aursing found the relational aspects of their job more important than the money, power, or prestige. There was little difference between the respondents' view of their career and their specific job. No patterns emerged from the analysis of the demographic data. Responses to the open-ended questions indicated that men in nursing liked relating to patients and post satisfaction. (Four pages of references and nine data tables are included.) (Author/NB)

ED 279 972 CG 019 781

ED 279 972

Hoffman, Valerie

Effect of Typeface on Iconic Storage Capacity.

Pub Date—Apr 87

Note—25p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Cognitive Processes, College Students, Higher Education, "Memory, "Recall (Psychology), "Tachistoscopes, "Visual Stimuli Identifiers—"Typeface

Various aspects of iconic memory have been studied in the past. Two tachistoscopic experiments were conducted to examine how legibility of a stimulus affects a subject's ability to recall brief visual presentation. The studies used letter arrays set in four different typefaces (Helvetica, Cooper Black Outline, Electronic, Old English). In the first experiment, four female subjects, using whole report pro-Outline, Electronic, Old English). In the first experiment, four female subjects, using whole report procedure, named letters seen in a display of four rows of four letters. The set was repeated once with arrows preceding and a second set with arrows following the display to replicate Sperling's (1960) partial report technique. A one-way analysis of variance showed a significant difference between arrows preceding or following display. In the second experiment, the four typefaces were used to compose ment, the four typefaces were used to compose displays of three rows of three letters each. Slides displays of three rows of three letters each. Slides were tachistoscopically projected to two male and two female subjects. Subjects were shown 10 slides of each of the four alphabets. Results indicated that typeface significantly affected the number of correct responses. Typeface appeared to affect the subject's ability to process the icon. While typeface was found to be a significant factor, a comparison of the means indicated that the greatest difference in legibility was between Helvetica and Old English typefaces. Results of this experiment are similar to a very early study by Tinker (1925) who found Old Roman typeface, or one made up of sharp angles Roman typeface, or one made up of sharp angles and straight lines, produced the maximum legibility. (Author/NB)

ED 279 973 CG 019 782

ED 279 973 CG 019 782
Futterman, Robert Jones, Judith
Methodological Issues Related to the Evaluation
of Comprehensive School-Based Clinics.
Spons Agency—Carnegie Corp. of New York,
N.Y.; Community School District 6, New York,
N.Y.; Hewlett Foundation, Inc., Garden City,

Pub Date-30 Sep 86 Note—13p.; Paper presented at the Annual Meet-ing of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2,

Pub Type- Opinion Papers (120) - Speeches/

Pub 1ype— Opinion Papers (120) — Speecnes/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Clinics, Decision Making, Elementary Secondary Education, Evaluation Criteria,
\*Evaluation Methods, \*Program Evaluation,
\*Rosearch Problems, \*School Activities, \*Valid-

ity
As the number and scope of school-based clinics
grow, interest in their evaluation increases. Evalua-

tion of a comprehensive school-based clinic program in New York City revealed methodological issues in evaluation of these programs. The first issue involves program goals and objectives. Even before program implementation, the evaluator should review goals and objectives and determine whether program objectives are logically related to goals. Evaluators of school-based clinic should adopt the decision-making evaluation model which is oriented to the informational needs of administrators and policymakers. The most persuasive evidence about the success of school-based clinic programs will come from evaluations which use experimental or quasi-experimental research designs. The use of comparison groups is one method of controlling for the impact of uniforeseen historical events which may be mistaken for program effects. Process measures are useful for linking program operations to program impacts. During data analysis, it may be helpful to either statistically adjust for the effect of subject selection or analyze equivalent subsamples of students. An evaluation design must also control for attrition in estimating program effectiveness. Evaluating with validity involves the choice of appropriate process and outcome measures. Intervening variables, the processes by which the program produces its effects, should also be measured. Microcomputers can aid in data collection, analysis, and information integration. In order to provide a useful and valid evaluation, theoretical and practical issues must be addressed. (NB)

ED 279 974

CG 019 783

Child Sexual Abuse: An Interdisciplinary Professional Reference Manual with Service Directory for Central Massachusetts.

Worcester Area Child Sexual Abuse Task Force,

MA.

Pub Date—Sep 86

Note—152p.

Available from—Central Massachusetts AHEC,
900 Main St., Worcester, MA (\$10.00/copy).

Pub Type— Reference Materials (130) — Guides Non-Classroom (055)

EDRS Price - MP01 Plus Postage. PC Not Avail-

Non-Classroom (035)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, "Agency Cooperation, "Child Abuse, Children, "Crisis Intervention, "Family Problems, "Interdisciplinary Approach, "Sexual Abuse
Identifiers—"Massachusetts
This manual represents a state-of-the-art summary of approaches in child sexual abuse interventions, emphasizing interdisciplinary cooperation between professionals in successful case management. Aithough prepared specifically for the use of professionals in Region II of the Massachusetts Department of Social Services and containing a service directory for the region, this handbook contains technical assistance and intervention procedural information which is generally applicable to child sexual abuse wherever it occurs. Section One, Interdisciplinary Perspectives, contains general information on what to do if a child discloses information on what to do if a child discloses information on what to do if a child discloses information on what to do if a child discloses information to medical professionals, the court's response to child sexual abuse, considerations for medical professionals, the court's response to child sexual abuse, child sexual abuse, and the schools, and case management. Section Two, Intervention Scenarios, provides procedural information, targeted to Massachusetts and Region II, but generally applicable. It discusses the mandated reporting of child sexual abuse and families. Section Three is the Region II service directory of agencies providing services to victims, offenders, and families. Section Three is the Region II service directory of agencies providing services to victims, on-offending parents, offenders, adult survivors of rammes. Section Three is the Region II service dis-rectory of agencies providing services to victims, non-offending parents, offenders, adult survivors of sexual abuse, and others. Section Four, Reference Material, includes legal information specific to Mas-sachusetts and medical, prevention/education, as-sessment and diagnostic resources, and reference information of general interest. (NB)

CG 019 784 Public/Private Partnership Programs.

District of Columbia Public Schools, Washington,

Pub Date-26 Mar 86

Pub Date—26 Mar 86
Note—20p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, "Career Exploration, Cooperative Programs, Experiential Learning, "Field Experience Programs, High School, "High School Students, "School Business Relationship, "School Community Relationship, School Community Relationship, School Community Relationship, Work

Experience Programs centifiers—\*District of Columbia, \*Public Private

Experience Programs Identifiers—"District of Columbia, "Public Private Partnership Programs
This document presents the Public/Private Partnership Programs, a school-community project developed in 1981 by the District of Columbia public schools and the private sector community to provide career-focused high school programs. The project was designed to motivate and support young people to stay in school, graduate from high school, and become responsible citizens. A summary of the project notes that the focus is on career-fields in which labor studies indicate high employment opportunities will be available, and that the project combines specialized academic curriculum with practical hands-on epactiences and work opportunities. The major roles of businesses are listed and benefits of the partnership are given. Separate pages describe each of the programs available through the partnership, including: (1) Career Enrichment Program; (2) Business and Finance; (3) Pre-Engineering; (4) Health Careers; (5) International Studies; (6) Hospitality Careers; (7) Culimary Arts; (8) Building Trades; and (9) Communications. (NB)

CG 019 785

ED 279 976 CG 019 785

Bailey, Bruce E. And Others
A Phenomenological Study of Youth Sulcide 1 & 2.
Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date—Aug 86
Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP61/PC02 Plus Postage.
Descriptors—Adolescents, Children, Elementary Secondary Education, "Family Problems, "High-rences, Rural Urban Differences, Sex Differences, "Student Attitudes, Student Behavior, "Suicide Identifiers—"Adolescent Suicide
Most youth who commit suicide do not come to the attention of mental health authorities before their deaths. Therefore, there is a need for data based on the suicidal thinking and risk of monchinal populations. In this study, 1,098 children and adolescents were tested in regard to suicidal thinking. Subjects read a scenario about a person in an adverse life circumstance and provided three responses concerning what the character was considering doing. Follow-up questions inquired as to whether the subject had ever thought about or engaged in the behavior he/she attributed to the character. Sixty-eight percent of the subjects attributed suicide and 78 reported having made a sui-about suicide and 78 reported having made a suiuted sinciste on the character. Of these 747 subjects, 52% indicated that they had previously thought about suicide and 7% reported having made a suicide attempt. In some cases, the findings suport conclusions cited in the literature; however, in other conclusions cited in the literature; however, in other instances the results call into question common assumptions concerning youth at risk. Status characteristics were examined and a phenomenological analysis based on the subjects' verbatim responses was made. Combinations of problems, affective states, and family problems were paramount as the circumstances associated with the subjects' personal suicidal thinking. (Author/NB)

CG 019 786 ED 279 977 EAS 219 971 CG 019 786
Engel, John W.
Sex Differences in Japanese Work Ethics.
Pub Date—10 Apr 87
Note—169.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, "Cultural Influences, Foreign
Countries, "Sex Differences, "Values, "Work Attitudes

titudes
Identifiers—\*Japan
Work values influence economic productivity of individuals and families wordwide. Since Japan's recent technological and economic productivity and growth have been phenomenal, a study was conducted to compare contemporary Japanese men's and women's work related values and beliefs. Work values questionnaires were distributed to over 900 Japanese subjects and t-tests were used to test for differences between men and women. Both Japanese men and women bent Japanese men and women bent Japanese men and women were found to value cooperation among co-workers, to see a need for more lesiune time, to feel uneasy when there was no work to be done, and to believe that work should benefit one's country and that education and hard work lead to success. Japanese men were found to believe

more strongly than Japanese women that they should be loyal to their employer, reject offers of higher salaries from other potential employers, stay with the same employer until retirement, sacrifice self for the good of the company, and go to work early and stay late. They also tended to believe more strongly that competition between individuals within the same company is good, that money acquired easily is usually spent unwisely, that people who fail usually have not tried hard enough, and that students should work for good grades out of respect and honor for their parents. Japanese women believed more strongly that use of credit cards leads to careless spending. (Author/NB)

CG 019 787 Stringer, Sharon A. Thompson, Karin E. Knowledge of Child Development Norm drearing Attitudes, and Perceptions of Control.

Courtes.

Pub Date—Apr 87

Note—21p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) EDRS Price - MP01/PO1 Plus Postage.
Descriptors—\*Child Development, \*Child Rearing, College Students, \*Discipline, Family Problems, Higher Education, Knowledge Level,
\*Locus of Control, \*Parent Child Relationship,
Parent Education, Sex Differences, \*Student Atti-

Parent Education, Sex Differences, \*Student Attitudes
Conflicting results have been obtained from studies examining childrearing attitudes, knowledge of
child development norms, or perceptions of locus of
control, and how these variables relate to parental
discipline practices and to parent-child relationships. One way to clarify these inconsistent findings
in the literature would be to examine the relationship between individuals' childrearing attitudes,
perceptions of locus of control, and knowledge of
child development milestones in the same study.
This relationship was examined in a middle class
sample of 29 male and 105 female college students.
After written informed consents were obtained, subjects completed a demographic data form, the Parental Attitude Research Instrument (PARI),
Levenson's Locus of Control Scale, and a questionnaire assessing Knowledge of Child Development
Norms. Pearson product moment correlational
analyses revealed that perceptions of internal locus
of control were significantly related to the PARI
subscale Comradeship/Sharing for females and that
perceptions of chance control were significantly related to the PARI subscale Avoidance of Communication for females and for males. The results of the
present study carry important implications for parent education programs. (Author/NB) present study carry important implications for par-ent education programs. (Author/NB)

CG 019 788

ED 279 979

Kolbet, Lori L. Garvey, Jackie
Selective Attention with Separable Stimuli Using
a Speeded Task.
Pub Date—Apr 87

Note—25p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—Attention, "Classification, "Cognitive Processes, Cognitive Style, College Students, Higher Education, "Redundancy, "Stimuli, Identifiers—"Selective Attention, "Stimulus Structure

ture
The ability to allocate attentional resources to relevant aspects of a stimulus event is a critical skill needed for efficient information processing. Evidence suggests that this ability to focus on relevant information without interference is dependent on the nature of the stimulus structure of the information to be processed. To test the hypothesis that stimulus structure joavs an important role in the tion to be processed. To test the hypothesis that stimulus structure plays an important role in the processing of multidimensional objects, a speeded classification task designed to measure successful focused attention was employed in a study involving 45 college students. Subjects were asked to sort objects on the basis of their dimensional values. Three dimensional sets were used: fused integral (hue/brightness), analyzable integral (integral color/form), and a newly developed set of objects composed of separable dimensions (separable color/form). The results obtained with fused integral dimensions indicated that processing the objects into their component parts was difficult, resulting in in-terference. Results obtained with integral analyz-able stimuli revealed that subjects were able to process these objects into component parts. Results obtained with the new analyzable stimulus set re-vealed that subjects experienced no redundancy gains and no interference. Taken collectively, these results suggest that researchers should consider stimulus structure when examining variables which affect the processing of multidimensional objects. (NB)

ED 279 980
Tang. Thomas Li-Fing And Others
The Survival of Quality Circles: An Examination of
the Major In-Process Differences between Active and Inactive Quality Circles.
Pub Date—Mar 87 CG 019 789

the Major Is-Process Differences between Active and Isactive Quality Circles.
Pub Date—Mar 87
Note—32p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Administrators, "Attendance, Employee Attitudes, Employer Employee Relationship, "Group Dynamics, Group Unity, "Management Teams, Middle Management, Organizational Development, "Participative Decision Making, Problem Solving, "Quality Circles, Work Attitudes Quality circles (QCs) have been considered one of the most promising approaches to improving American workers' productivity. The differences of quality circle effectiveness between active QCs (N=36) and inactive QCs (N=17) in a 3-year period were examined in a quasi-experimental field study. The dependent variables examined were the amount of middle-management involvement, the number of people per quality circles (QC nize), the attendance rate at QC meetings, and several measures of their roblem-solving activities. The results suggested that active QCs had a significantly higher level of involvement from the middle management than had inactive QCs. Active QCs had nore circle members and had a significantly higher attendance rate at QC meetings than had inactive QCs. Further, active qCs had a significantly higher their problem-solving process than had inactive QCs. It was also found that for active QCs, their QC tenure was negatively correlated with the number of projects completed. For inactive QCs, and the number of projects completed with the rate of failure. (Author/NB)

ED 279 981 CG 019 790 ED 279 981

CG 0.19 790

Tang, Thomas Li-Ping Tang, Thereso Li-Na

A Correlational Study of Students' Evaluations of
Faculty Performance and Their Self-Ratings in
an Instructional Setting.

Pub Date—Apr 87

Note—15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Faculty, College Students,
Higher Education, \*Self Evaluation (Individuals),
\*Student Attitudes, \*Student Behavior, \*Student
Evaluation of Teacher Performance, \*Student

"Student Attitudes, "Student Behavior, "Student Evaluation of Teacher Performance, "Student Participation Student evaluation of professors is increasingly accepted as a normal part of higher education. To examine whether students' involvements and participation in an instructional setting would be positively correlated with their evaluations of faculty performance, 66 college students were given a Likert type rating scale to rate their own behaviors in an instructional setting and to evaluate faculty performance were rated: (1) knowledge of subject matter; (2) ability to asswer student questions; (3) ability to explain, demonstrate, and present material clearly; (4) ability to aimulate student interest; (5) clarity of course requirements; (7) clarity of grading criteris; and (8) knowledge gained by student in class. Correlations among student behaviors and faculty performance ratings were examined. The re-

sults showed that students' self-reported behaviors in an instructional setting were significantly correlated with their faculty evaluations. Further, 33 out 05 fin terror samong the eight dimensions of the instructor's performance reached significance, suggesting a strong halo effect in students' evaluations. The present results supported the notion that ratings may give a better indication of a rater's schemata than they do a ratee's actual level of performance. (NB)

ED 279 982 CG 019 791

Ed 219 902
Tang, Thomas Li-Ping
Effects of Type A Personality and Leisure Ethic on
Chinese College Students' Leisure Activities and
Academic Performance.

Acasemic Performance.
Pub Date—Apr 87
Note—23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) Plus Postage.
Descriptors—Academic Achievement, \*College Students, Foreign Countries, Higher Education, \*Leisure Time, \*Personality Traits, \*Student Atti-tudes, \*Time Management Identifiers—\*Taiwan, \*Type A Behavior, Type B Behavior.

chavior

Identifiers—Taiwan, "Type A Behavior, Type B Behavior In an earlier laboratory experiment using university students in the United States, Tang and Baumeister (1984) examined the effects of the Leisure Ethic, Type A personality, and task labels on subjects 'task performance. The results showed that the interaction between Leisure Ethic endorsement and task label was significant among Type A coronary-prone subjects, but was not significant among Type B subjects. Reported in this document is a study conducted to replicate the 1984 study, using a sample of university students (N = 58) in Taiwan, Republic of China. Chinese college students were classified as either Type A or Type B, and as either high or low Leisure Ethic, based on the median-split in their scores on Type A and Leisure Ethic measures. The results suggested that high Leisure Ethic subjects had significantly higher reported frequencies of going to movies and live concerts than had low Leisure Ethic subjects. Type As had a significantly higher rate of going to live concerts than had Type Bs. Type As with a high Leisure Ethic endorsement attended more live concerts than he average of the other three groups. Type As with a low Leisure Ethic had a significantly better total academic performance than the average of the other three groups. Type As with a low Leisure Ethic had a significantly better total academic performance than the average of the other three groups. Fye As with a low Leisure Ethic had a significantly better total academic performance than the average of the other three groups. Type As with a low Leisure Ethic had a significantly better total academic performance than the average of the other three groups. Type As with a low Leisure Ethic subjects and Baumeister's 1984 study were replicated in the present study. (NB)

CG 019 792 ED 279 983

ED 279 983
Golding, Jacqueline M. Burnam, M. Audrey
Cultural and Social Predictors of Psychological
Distress in Mexican Americans.
Pub Date—Apr 87
Note—41p; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDBS Price - MF01/PC02 Pus Postage.
Descriptors—Acculturation, Adults, Cross Cultural Studies, "Cultural Differences, Financial Problems, "Immigrants, "Mexican Americans, Psychological Patterns, "Social Influences, Social Support Groups, "Stress Variables, "Whites Identifiers—"Social Conflict
Studies of relative levels of psychological distress among Mexican Americans and non-Hispanic Whites have found mixed results, possibly due to cultural differences within Mexican American Samples which may confound potential ethnic differences. cultural differences within Mexican American samples which may confound potential ethnic differences in bypchological distress between Mexican Americans and non-lispanic Whites would be explainable by cultural variables (acculturation, years of residence in the United States) and social psychological variables (social integration, strain, social support, social conflict) was tested in a household probability sample of Mexican Americans born in Mexico (N=706), Mexican Americans born in the United States (N=538), and nonhispanic whites born in the United States (N=1,149). Interviews with respondents revealed that Mexican-American natives had the highest distress scores, followed by Mexican-American immigrants and then by non-Hispanic Whites Distress was regressed on the cultural and social psychological variables in each of the three groups. Financial strain was significantly associated with increased distress, and marital support with decreased distress, in all three groups. Although high financial strain and low marital support appeared to contribute to the ethnic difference in distress, the ethnic effect was still significant when these variables were controlled. Low social conflict in Mexican-American immigrants, possibly combined with selective immigration and differences in social comparisons, appeared to contribute to this group's advantage over Mexican-American natives. (Six pages of references, I data table, and 25 data bar graphs are included.) (Author/NB)

CG 019 793

CO 019 79
Chastain, Garrin And Others
Is the Word-Superiority Effect in Target Search
Tasks Based on Perceptual Confusions?
Pub Date—[81]
Note—9p.

Note-9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cognitive Processes, College Students, Higher Education, "Letters (Alphabet), Memory, "Orthographic Symbols, Recall (Psychology), "Recognition (Psychology), Retention (Psychology) Identifiers—"Word Superiority Effect
It has been hypothesized that letters in orthographic strings (those that follow the rules of Erisinh are more accurately identified than letters in nonorthographic strings because confusions about the positions of letters are more likely in nonortho-

the positions of letters are more likely in nonorthothe positions of letters are more likely in nonorthographic strings. This hypothesis was tested by giving 16 college students a set of targets, one of which appeared in each three-letter string, and having subjects report the position of the target as well as its identity after each exposure. One-half of the subjects reported the position first. Thirty-two trigrams, one-half of which were orthographic, were each shown once per block in five different test blocks given to each of the subjects. The target was the first or last letter in each trigram. Performance was found to be much better on orthographic strings or last letter in each trigram. Performance was found to be much better on orthographic strings than on nonorthographic strings, and most of the difference occurred when the position of the target letter was reported correctly. When the position was misreported, identity errors still were slightly more frequent in nonorthographic strings. The results suggest that position errors are not a strong determinant of the word-superiority effect. (NB)

ED 279 985 CG 019 794 Neely, Margery A.
Decisions of Student Affairs Administrators: Ethi-cal or Legal Basis?
Pub Date—16 Mar 87

Pub Date—16 Mar 87

Note—12p.; Paper presented at the Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO31 Plus Postage.

Descriptors—\*Administrators, \*Compliance (Legal), Confidentiality, Court Litigation, Decision Making, Education, \*Legal Problems, \*Moral Development, \*Student Personnel Services, Student Rights

Rights
In higher education, trends in student affairs administration have gone from an "obedience" stage through a "due process" stage and back to a contractual "law and order" stage. Today, being an agent of the institution means paying attention to legal implications because of the threat of lawauits. The Ethics section from a Council for Advancement of Standards for Student Services/Development 1986 newsletter lists ethical standards covering: (1) confidentiality; (2) the Family Educational Rights and Privacy Act regarding student records; (3) human subjects research; (4) fair access to services; (5) conflict of interest; (6) handling of funds; (7) sexual harassment; and (8) limits of expertise. While the Family Privacy Act and sexual harassment aw are legal regulations, the other standards are also legal issues, seated in regulations, statutes, or case law. It remains to be determined whether adherence to laws and orders that have a liberal orientation is the same as having higher order moral development. In higher education, trends in student affairs adsaws and orders that have a neeral orientation is the same as having higher order moral development, whether it is ethical to call legal guidelines "Ethics," and whether Kohlberg's hierarchy of moral develop-ment has relevance in an era when exposure to the larger society as the experiential base for developing

principled behavior is confounded by exporting the liberal laws of the larger society. (NB)

CG 019 795 ED 279 986

CG 019 795

Sheranian, Marilymn And Others

Senior/Student Shared Housing: Model Project.

Spons Agency—Administration on Aging (DHHS),

Washington, D.C.

Pub Date—16 Mar 87

Grant—0990AL0012

Grant—0000AL0012
Note—28p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Aging (Individuals), "College Housing, "College Students, Daily Living Skills, "Helping Relationship, Higher Education, "Housing, "Intergenerational Programs, Models, "Older Adults, Program Evaluation Identifiers—"Shared Housing, Historically, when aging adults could no longer

Adults, Program Evaluation Identifiers.—Shared Housing Historically, when aging adults could no longer negotiate the difficulties of living alone, they faced either institutionalization or living with their children. Shared housing may be a viable third option for many aging homeowners. The University of Utah's Intermountain West Long Term Care Gerontology Center developed the Senior/Student Shared Housing Program, a model shared housing project matching older adults with college students. Students provide maintenance and chore services for the older homeowner in exchange for their room or their room and board. Since the first senior/student match was made in 1984, 82 matches have been made and 20 are currently functioning well. This paper describes the project, how contracts between seniors and students are made, and what forms and questionnaires are used. Listed are six benefits gained by the senior through the project, five benefits for students, six drawbacks for seniors, and seven drawbacks for students. Additional results on the program's effectiveness are presented. and seven drawbacks for students. Additional results on the program's effectiveness are presented from three sources of data: (1) questionnaire forms completed by seniors and students at the time of application; (2) a follow-up evaluation conducted 2 to 3 months into the match; and (3) a final termination assessment at completion. Twelve data tables are included. (NB)

ED 279 987 CG 019 796 Klausmeier, Walter W. Henshaw, Beverly Integrating an HTLV-III Screening Program into a Community Based Family Health Service

Agency. Pub Date-30 Sep 86 Note—13p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2,

(114th, Las Vegas, NV, September 28-October 2, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Community Health Services, "Discase Control, "Family Planning, Females, High Risk Persons, "Perinatal Influences, Preganacy, Prevention, Public Health, "Screening Tests Identifiers—"Acquired Immune Deficiency Syndrome, "Human T Lymphotropic Virus III Acquired Immune Deficiency Syndrome (AIDS) has become one of the most serious epidemic disease problems in recent years. In 1985 the Public Health Service recommended establishment of test sites where individuals might be tested for Human T Lymphotropic Virus III (HTLV-III) antibody. An HTLV-III antibody screening program was integrated into a community-based health service agency which focused on reproductive health care. The HTLV-III antibody screening program provided a needed testing and counseling service to community residents benefited by having pertinent and accurate information on AIDS available and accessible. The literature indicates that providing HTLV-III screening and comments for women of accurate information on AIDS available and accesable. The literature indicates that providing HTLV-III screening and counseling for women of reproductive age prior to their becoming pregnant is the most effective way to prevent permatal ranmission of the virus. Family planning programs with females at risk have a responsibility of providing information and making available testing for the HTLV-III antibody to provide women information regarding the risk. Sensitivity to staff, clients, and community concerns is imperative in implementing an HTLV-IIII screening program. Careful consideration needs to be given to site, scheduling, voluntary participation, anonymity, and confidentiality as

well as clinical services in order to have a successful program. Appendices include information sheets on the blood testing program and procedures. (NB)

ED 279 988 CG 019 79
Gleason, David F. Shore, E. R.
Mental Health Professionals' Beliefs and Practices toward Self-Help Groups.
Pub Date—18 Apr 87
Pub Date—18 Apr 87 CG 019 797

Note—12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

1987).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, Beliefs, Cooperation, \*Income, Program Effectiveness, \*Psycholarists, \*Psychologists, Public Service Occupations, \*Referral, Salaries, \*Self Directed Groups, \*Social

reral, Salaries, "Self Directed Groups, "Social Workers Psychologists, psychiatrists, and social workers (N=132, a 53% response) responded to a mailed questionnaire assessing their beliefs and practices concerning self-help as it is affected by professional source of income, practice arena, and demographic variables. The 20-item questionnaire attempted to tap beliefs about the effectiveness and potential for integration and collaboration between self-help and professional help. The results indicated that service arena (public or private) had only limited impact on beliefs, while source of income (salaried or direct fee) produced significant differences, particularly on beliefs about the effectiveness of self-help and the potential for collaboration and integration. Profession of respondents was also found to significantly alter beliefs. Social workers tended to be somewhat more favorable toward self-help than were psychologists. One hundred respondents indicated that over a 1-year period they had referred someone to a self-help group. There appeared to be strong support for self-help groups which dealt with alcohol or drug problems. These results suggest that mental health professionals are mixed in their support for self-help groups. The findings help to identify respondent concerns as they relate to profession, service arens, and source of professional noome. Several charts illustrate the data. (NB)

CG 019 798

Peck, Nancy And Others
Drospout Prevention: What We Have Learned.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.

Pub Date—87 Contract—400-86-0014

Note—43p.

Available from—ERIC/CAPS, 2108 School of Education, University of MI 48109-1259 (\$6.00/

ucation, Chirchard Copy).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MP01/PO2 Plus Postage.
Descriptors—Counselor Role, "Dropout Characteristics, "Dropout Prevention, Elementary Secondary Education, High Risk Students, "Potential Dropouts, "Program Effectiveness, School Activities, "School Counselors, "School Role

This monograph was written to provide informations of the property of the provided and why

ary Education, High Risk Students, "Potential Dropouts, "Program Effectiveness, School Activities, "School Counselors, "School Role This monograph was written to provide information on which students drop out of school and why, and to examine successful dropout prevention programs. Research is reviewed which has identified characteristics of dropouts and their reasons for leaving school. Other studies are cited which explore characteristics of effective dropout prevention programs in schools. Individual programs are briefly described and elements of the more successful programs are summarized. It is concluded that: (1) programs should be starded as early as possible and should involve families as much as possible; (3) staff selection and training is paramount; and (4) programs should include attention to overall school climate and effective school development. The information and conclusions presented in the monograph are used to create a series of nine recommendations and displaying planning, and implementing dropout prevention programs. These recommendations are followed by a description of the role school guidance counselors can play in the process of developing, coordinating, and monitoring dropout prevention activities. (NB)

ED 279 990 Gysbers, Norman C.

CG 019 799

Career Development Today: An Overview.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—270.

Note—32p.

Available from—ERIC/CAPS, 2108 School of Education, University of MI 48109-1259 (55.00/

Available from—ERIC/CAPS, 2108 School of Education, University of MI 48109-1299 (\$3.00/copy).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MF91/PC02 Pies Postage.

Descriptors—\*Career Counseling, "Career Development, Careers, Counselor Client Relationship, "Counselor Role, Models, "Trend Analysis Identifiers—"Life Career Assessment

This monograph on career development begins with an examination of the antecedents of present day career initiatives. The evolution of the concepts of career and career development are reviewed and the rethinking and reformulating of these concepts that have occurred since 1900 are examined. The time period from 1900 to 1950 is reviewed as the formative years; the time from 1950 to 1980 as the formative years; the time from 1950 to 1980 as the formative years; and the time from 1980 and beyond as current formulations. Areas discussed include the industrial revolution, social protest and reform, vocational guidance, vocational development, career, and career development. The impact on counselors of this evolution of career development is discussed. The second half of this monograph looks at the career counseling process and discusses how the broader meanings of career and career development that have evolved over the years impact the career counseling process and its use. The document provides a framework of six possible phases of career counseling client information; (2) gathering client self-information and environmental information; (3) understanding client information; (4) drawing conclusions and making diagnoses; (5) taking action; and (6) evaluating the impact of intervention. The use of the Life Career Assessment to gather client information is explained. (NE)

CG 019 800 ED 279 991

Herbert, Deborah
Carter Guidance, Families and School Counselors.
Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-86-0014

Contract
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East
University Street, Ann Arbor, MI 48109-1259

Pub Type— Information Analyses - ERIC Informa-tion Analysis Products (071)

The system instant manayes - ERIC information Analysis Products (071)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adolescents, Career Development,

"Career Guidance, Children, Counselor Role, Decision Making, Elementary Secondary Education,

"Family Influence, "Family School Relationship,
Parent Influence, "School Counselors Identifiers—ERIC Digests

The need for a collaborative effort between school and family in the area of career guidance is considered in this digest. Issues relevant to this effort are discussed, including family determinants of children's career development, stages of children's career development, stoppending family influence. Thirteen resource documents are listed. (NB)

ED 279 992

CG 019 801

Beekman, Nancy Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS

Digest.

BRIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—86

Contract—400-86-0014

Contract—400-50-50.
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259

Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adolescents, Age Differences, "Children, "Coping, "Counselor Role, Counselor Teacher Cooperation, "Divorce, Elementary Secondary Education, Emotional Response, Group Counseling, Individual Counseling, "School Counselors, School Role Identifiers—ERIC Digests
This fact sheet examines age differences in children's reactions to parental divorce, in-school reactions, and the school role in helping these children cope. The school counselor's role is examined in working with school administrators, teachers, parents, and children. Individual and group counseling with children are discussed. Ten suggestions are given for school personnel who work with children of divorce. Ten resource documents are listed. (NB)

ED 279 993 CG 019 802 ED 279 993 CG 019 802
Libert, Anne Blanford
Elderty Parents and Adult Children as Caregivers,
Highlights: An ERIC/CAPS Dignst.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-86-0014
Note—36

vailable from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259

(free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aging (Individuals), Divorce, Employed Women, Family Role, "Helping Relationship, "Older Adults," Parent Child Relationship, "Stress Variables
Identifiers—"Adult Children, "Caregivers, ERIC Pleases."

Identifiers—\*Adult Children, \*Caregivers, ERIC Digests
This digest presents a contemporary description of the American elderly and adult children's caregiving to their parents. It includes a profile of the American elderly; a description of caregiving tasks performed by their adult children; and the impact of longer life expectancy, divorce rates, and employed daughters on caregiving. Caregiver strain and relief are discussed. A population chart and nine references are provided. (NB)

CG 019 803 ED 279 994 Wilson, Thomas C.
Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014

Note-3p. Available 1

(ote-3). vailable from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259

University Street, Ann Arbor, MI 48109-1239 (free).
Pub Type— Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Coping. "Counseling Services, "Counselor Role, "Crisis Intervention, Death, "Disease Control, Health Education, Public Health, Social Support Groups Identifiers—"Acquired Immune Deficiency Syndrome, ERIC Digests
This fact sheet considers the counselor's role in dealing with Acquired Immune Deficiency Syndrome (AIDS). Three counselor roles are examined: (1) direct counseling for those affected by AIDS; (2) coordination of support systems for victims of AIDS; and (3) education. Seven recommendations for health professionals dealing with AIDS patients are listed. Eleven resource documents and two organizations are listed. (NB)

ED 279 995 CG 019 804 Bolton-Browniee, Ann
Issues in Multicultural Counseling, Highlights: An
ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research

and Improvement (ED), Washington, D.C. Pub Date—87 Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259

(free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*Client Characteristics (Human Services), \*Counselor Attitudes, \*Counseior Characteristics, Counselor Client Relationship, \*Cultural
Influences, Cultural Pluralism, \*Ethnic Stereotypes, \*Individual Differences
Identifiers—ERIC Digests, \*Multicultural Counsei-

ing
This fact sheet examines the impact of cultural
diversity in the United States on the counseling profession. Three major difficulties for multicultural
counseling created by this diversity are considered:
(1) the counselor's own culture, attitudes, and theoretical perspective; (2) the client's culture; and (3)
the multiplicity of variables comprising an individual's identity. Thirteen documents are cited. (NB)

## CS

CS 008 669

Getting Students to Read: New Materials and Methods.

ois Association of Teachers of English, Urbana. Pub Date-87 Note—72p. Journal Cit—Illinois English Bulletin; v74 n2 Win

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Adolescent Literature, Authors.

escriptom— "Adolescent Literature, Authors, Content Area Reading, Reader Response, "Reading Instruction, Reading Interests, Reading Materials, "Reading Materials Selection, "Reading Programs, Secondary Education, Sex Role, Sex Stereotypes, Sexual Identity, "Student Motivation, Teaching Methods

Pocusing on young adult reading and instruction, this issue addresses teachers' concerns about recom-mended recent authors and books, integrating indethis issue addresses teachers' concerns about recommended recent authors and books, integrating independent reading into the reading program, and student motivation. The titles of the articles and their authors are as follows: (1) "Some YA Authors Worth Knowing, and a Few Books, Too" (Ken Donelson); (2) "The Novels of Jill Paton Walsh: Gifts for the Lords of Time" (Sue Lewis); (3) "Pantasy Made Reals Books by Robin McKinley" (Carolyn L. Powell); (4) "The Best in Fantasy and Science Fiction: A High-Interest Booklist for Young Adults" (Patricis Harsper and Cynthia Helms); (3) "Appealing Nonfiction" (Norma Gardner); (6) "The Way We Will Be: The Search for Gender Identity in Young Adult Books" (Judith Rosenfeld); (7) "Increasing Sensitivity to Sex Role Stereotyping: Classroom Exercises and Discussion Questions" (Barbars Hoyt); (8) "No More Piot Summaries: Teaching Critical Focus in Independent Reading Responses" (Elizabeth McMahan); (9) "From Independent Reading Critical Focus in Independent Reading Responses" (Elizabeth McMahan); (9) "From Independent Reading Macion (Margaret E. Rinkel); (13) "Reading across the Curriculum: A Holistic Approach" (Sue Izett, Barbars Randolph, and Marion Carroll); (14) "No Man Is an Island: A Book Discussion Seminar for the Gifted" (Christine Wahl Billone); and (15) "Garden Hills Turnaround in Reading" (Phyllis Wilken). (JD) in Reading" (Phyllis Wilken). (JD)

ED 279 997 CS 008 681

Miller, Becky Iden
Miller, Becky Iden
Parental Involvement Effects Reading Achievement of First, Second, and Third Graders.
Pub Date—Nov 86
Note—43p.; Exit Project, Indiana University at
South Bend.

South Bend.
Pub Type—Reports - Research (143) — Informa-tion Analyses (070) — Dissertations/Theses - Un-determined (040)
EDRS Price - MP01/PC02 Plus Postage.

increased through parental involvement and par-ent/teacher interaction. Parent attitude surveys reent/teacher interaction. Parent attitude surveys revealed that most parents wan to be involved in their children's education. Reading to children and listening to them read for 10 minutes daily were found to be the most significant ways parents could increase their children's reading achievement. Findings also indicated that parents can also affect children's achievement by playing educational games, going to the library, and viewing educational games, going to the library, and viewing educational television programs with them. Results showed that educating parents to guide their children's reading achievement. (Lists of recommendations for parents and teachers are included, as well as a four-page bibliography.) (30)

ED 279 998

Wilson, Victor L.

Methodological Limitations of the Application of
Expert Systems Methodology in Reading.

Pub Date—Dec 86

Pub Date—Dec 86
Note—21p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Evaluation Problems, \*Resading Research, \*Research Methodology, \*Research Problems, \*Research Utilization, \*Theory Practice Relationship

tems, "Research Utilization, "Theory Practice Relationship Methodological deficiencies inherent in ex-pert-novice reading research make it impossible to draw inferences about curriculum change. First, comparisons of intact groups are often used as a basis for making causal inferences about how ob-served characteristics affect behaviors. While combasis for making causal inferences about how observed characteristics affect behaviors. While comparing different groups is not by itself a useless
activity, progressing directly to training is premature at best. Second, the think-aloud protocol technique is often used for inferring a subject's cognitive
structure of subject matter. This method is inappropriate because it assumes that the organization of
this structure resides consciously in a person's mind
and can be verbally reproduced. Third, retrospective methods have been employed to infer causality
by selecting groups currently differing and discovering differences in their past on putative causal variables, which are then inferred to have caused the
present differences. While this technique must be
used in historical analyses, it becomes suspect when
the inferences are used to speculate on implications
for current practice. Finally, techniques employed
in naturalistic inquiry often confuse a change in
methodology with a change in the discipline being
studied, and rely heavily on impressionistic,
one-shot observation for many facts. (JD)

ED 279 999 CS 008 695

Whitis, Judith A.

A Study to Measure the Standard Collegiste Level
Freshman Writing Course Requirements at Ollvet Nazarene University against Those of Other
Christian College Coalition Members.
Pub Date—87
Note—73p.; M.A. Thesis, Olivet Nazarene Unive

73p.; M.A. Thesis, Olivet Nazarene Univer-

Note—73p.; M.A. Intsus, Oriver Nazaruto Ostro-sity, Illinois.

Pub Type—Reports - Research (143) — Disserta-tions/Theses - Masters Ticeses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, "Course De-scriptions, "Course Organization, Educational Trends, "Evaluation Methods, "Freshman Com-

position, Higher Education, Required Courses, Textbook Evaluation, "Writing Evaluation, "Writing Evaluation, "Writing Exercises, "Writing Research Identifiers—"Christian College Coalition, "Olivet Nazarene College, Witte (Stephen)
To determine whether Olivet Nazarene University's standard freshman writing course requirements measure favorably with those of the majority of the 75 Christian College Coalition (CCC) members, a study compared the textbooks, papers, activities, and evaluation procedures required by each institution. Stephen Witte's "National Survey of College and University Writing Program Directors" was used to evaluate the freshman writing course syllabi of the 56 institutions responding to a mail survey. Analysis showed that all of the respondents require some kind of freshman writing course, though most require only one semester while Olivet's freshman writing course syllabus measured favorrequires two. Overall, results indicated that Olivet's freshman writing course syllabus measured favor-ably with the syllabi of CCC members in its stateably with the syllabi of CCC members in its statements regarding (1) attendance, (2) manuscript format, (3) the requirement of some type of rhetoric textbook, (4) late work policy, (5) a grading system, (6) essay development, (7) topic/thesis sentences, (8) revision/editing, (9) paragraph development, (10) usage, (11) mechanics, and (12) evaluation on out-of-class essays, attendance, and a final examination. (Conclusions are also drawn concerning trends in the freshman writing classroom. Appendixes contain a list of CCC members, samples of the survey correspondence, and a list of the responding CCC members. Ten tables are included in the text.) (JD)

CS 008 702

members. Ten tables are included in the text.) (JD)

ED 280 000 CS 008 702

Tutolo, Daniel
The Changling Role of the Reading Specialist.

Pub Date—Feb 87

Note—16p; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 15-18, 1987).

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—Educational Change, Educational Practices, Educational Trends, Elementary Secondary Educatio, Leadership Responsibility, "Reading Consultants, "Reacing Instruction, "Reading Teachers, Remedial Instruction, "Reading Teachers, Remedial Instruction, "Reading Teachers, Remedial Instruction, "Remedial Reading, "Resource Staff, Teaching Methods, Theory Practice Relationship
Identifiers—Educational Leadership
The role of special reading teachers is currently in flux, as local education agencies expect them to work increasingly with other teachers and parents and consequently provide less direct instruction for students. Historically, reading specialists taught disabled readers since it was hypothesized that their special training in reading diagnosis would lead to more successful instruction than was available in the regular classroom. But empirical studies questioned this advantage, and researchers discovered that most children in special reading programs were not diaabled readers but slow learners. Now, specialists instruct fewer children directly, and instead coordinate formal diagnosis for the entire staff, as well as conducting inservice sessions to release teacher potential. Some of the following functions will emerge as responsibilities: (1) coordinating materials selection committees; (2) assisting in setting, modifying as responsibilities: (1) coordinating materials selection committees; (2) assisting in setting, modifying as responsibilities: (1) coordinating materials selection committees; (2) assisting in setting, modifying and evaluating program goals; (3) coordinating instruction for students with varied linguist

ED 280 001 Giddings. Louise R.
Pre-Freshman College Students Share Their Views on Reading.
Pub Date—[86]

Pub Date—[86]
Note—17p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Classroom Environment, College
Students, Educationally Disadvantaged, Higher
Education, Public Opinion, \*Reading Attitudes,
Reading Instruction, \*Reading Research, Recreational Reading, \*Remedial Reading, Student At-

titudes, Teaching Methods

A study investigated how pre-college students enrolled in a summer remedial reading program felt about reading. Subjects, 170 students recently accepted for admission to a large urban university system, were asked their views on (1) reading. (2) school and education, (3) reading instruction, (4) difficulty and enjoyment of reading, and (5) reading and careers. Results indicated that the students viewed reading as an important skill in society and one that helped to improve a person's standard of living. Other responses revealed that not much emphasis had been placed on individualization or small group instruction in secondary school reading programs, and that most subjects had not been encouraged to read very much beyond their textbooks. (Tables of data are included.) (NKA)

CS 008 721

ED 280 002

CS 008 721

Pedigo, Patricia De Santi, Roger J.

A Comparative Analysis of Cloze and Maze Performances of Second Grade Children.

Pub Date—Oct 86

Note—28p.; Paper presented at the Annual Meeting of the College Reading Association (30th, Knoxville, TN, October 22-26, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

Pub 1ype—Species/Meeting rapers (130)—Reports - Research (143)
EDRS Price - MF91/PC02 Pus Postage.
Descriptors—\*Cloze Procedure, Comparative Analysis, \*Comparative Testing, Grade 2, Primary Education, \*Reading Ability, Reading Achievement, Reading Comprehension, \*Reading Research, \*Reading Tests, \*Standardized Tests, Test Reliability
[Jentifices...Comprehensive Tests of Basic Skills.

ing Research, "Reading Tests, "Standardized Tests, Test Reliability Identifiers—Comprehensive Tests of Basic Skills, "Maze Technique
To determine the most accurate group-administered measure of reading achievement, a study explored variations of the closz and maze procedures with second grade students who were native English speakers or who were being taught English as a second language. Subjects—108 second grade volunteers (1% American Indian, 49% Asian, 39.8% Black, 1% Hispanic, and 9.2% White) in six classrooms in an urban elementary school-were familiarized with both cloze and maze formats. Two cloze passages, two maze passages, and the reading sections of the Comprehensive Test of Basic Skills (CTBS) were then administered in a counter-balanced sequence within a three-week period. Subjects also indicated the appeal of each passage by making a smiling, neutral, or frowning face. Performances were compared by the language background of each participant. Analysis of results showed that for all subjects the cloze was more accurate than the maze procedure; it more closely reflected the subjects reading performance than did the CTBS. (A list of references and tables of data are included.) (AEW)

CS 008 726

ED 280 003 CS 008 72
Durkin, Dolores
An Attempt to Make Sense Out of a Senseless
Basal Reader Lesson.
Pub Date—86

Basal Reader Lesson.

Pub Date—86
Note—11p.
Journal Cit—Illiinois Reading Council Journal; v14
n1 p23-31 Spr 1986
Pub Type—Opinion Papers (120) — Reports - Research (143) — Journal Articles (080)
EDRS Price - MPDI-PCDI Plus Postage.
Descriptors—Basal Reading, Education Courses,
Elementary Education, Evaluation Methods,
Higher Education, Instructional Materials, "Reading Instruction, Reading Materials, "Reading Instruction, Reading Materials, "Reading Programs, Teacher Education, "Teaching Methods, "Textbook Evaluation
Students in a teaching methods course evaluated a recently published basal reader to see if it conformed to guidelines for the efficacy of such materials already established by the class. A story selection was read to identify (1) easential background information, (2) text features that might cause comprehension instruction), and (3) purpose-setting questions. Using what had been discussed in the course about story grammar, the students composed five brief, clearly stated questions that could be mimeographed for use by children as they did their reading. Other questions that might be asked were decided during the post-reading discussion. The students concluded in examining the teacher's manual that accompanied the reader that the section called "Introducing Vocabulary" offered insufficient help and that the section entitled "Independent of the post-reading discussion."

dent Writing Activities" should be skipped entirely. The class elected to use most of the prereading time on new vocabulary. The consensus was that most of the guidelines in the manual did not reflect course recommendations, and that much of the criticism leveled at besal readers is justified. (NKA)

ED 280 004

CS 008 73

Teale, William H., Ed. Sulrby, Elizobeth, Ed.

Emergent Literacy: Writing and Reading, Writing
Research: Multidisciplinary Inquiries into the
Nature of Writing Series.

Report No.—ISBN-0-89391-385-5

Pub Date—86

Nature of Writing Series.
Report No.—ISBN-0-89391-385-5
Pub Date—86
Note—218p.
Available from—Ablex Publishing Corporation,
355 Chestnut St., Norwood, NJ 07648 (\$22.50;
cloth, ISBN-0-89391-301-4, \$37.50].
Pub Type—Books (010) — Opinion Papers (120)
— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Beginning Reading, Child Language,
Early Childhood Education, "Early Reading,
Pamily Environment, Imagination, Intervention,
Language, \*Language Acquisition, Literacy, Motivation Techniques, Oral Language, Parent Child
Relationship, Picture Books, Prereading Experience, Reading Aloud to Others, Reading Processes, Reading Research, "Reading Writing Relationship, Writing Processes, \*Writing Readingers, Writing Research, Young Children
Identifiers—\*Emergent Literacy
Focusing on the not-yet-conventional ways in which young children write and read-their nature, contexts, and significance for continuing literacy
development, this book presents the perspective that children's early reading and writing behaviors are not pre-anything, but are integral parts of an incipient language process. Following an introduction to emergent literacy by the editors, the chapters and authors are, as follows: (1) "Children Coming to Know Literacy" (Yetta M. Goodman); (2) "The Interplay between Information and Assimilation in Beginning Literacy" (Emilia Perreiro); (3) "Writing Preschool Children's Interest in and Knowledge about Reading" (Christine E. McCormick and Jana M. Mason); (3) "The Contracts of Literacy: What Children Learn from Learning to Read and Mnson); (3) "The Contracts of Literacy: What Children Es Snow and Anat Ninio); (6) "Cresting Family Story: Matthew! We're Going to Have a Ride!" (Denny Taylor); (7) Separating Things of the Imagination' from Life Learning to Read and Write' (Shirley Brice Heath); and (6) "Home Background and Young Children's Literacy Development" (William H. Teale). (NKA)

ED 280 005

CS 008 733 ED 280 005

ED 280 005
Prederiksen, John R.
The Development of Computer-Based Instructional Systems for Training Essential Components of Reading, Final Report.
BBN Labs, Inc., Cambridge, MA.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—BBN-6465
Pub Date—Mar 87
Contract—400-81-0030; ONR-NOO014-83-C-0639

0639

0639
Note—119p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Billingual Students, \*Computer Assisted Instruction, \*Reading Ability, \*Reading Comprehension, Reading Difficulties, \*Reading Instruction, Reading Processes, Reading Research, Reading Skills, Secondary Education, Skill Development

search. Reading Skills, Secondary Education, Skill Development
A series of studies conducted to examine deficits in reading comprehension skills of low ability, young adult readers and to evaluate computer-based systems that have been designed to improve skills deficiencies in comprehension are described in this report. The studies described in the first section of the report: (1) examined readers' use of semantic entailments (such as the action "murdered" entailing an agent case, "the killer," and a patient case, "the victim") in drawing inferences from text; (2) investigated readers' use of relational terms such as causal and adversative connectives in gaining an investigated reacers use of retational terms such as causal and adversative connectives in gaining an understanding of higher order semantic relations among clauses and sentences within a text; and (3) focused on the problem of analyzing referential relations within a text. This section concludes with a discussion of the findings of the studies, which suggest that the subjects, high school students, need to develop efficient techniques for mapping referents. Studies described in the second section address the transfer of skill developed in using context for accessing concepts to the performance of high level comprehension tasks, and the use of component-based training for improving reading skills of low ability readers whose first language is not the language of instruction. The findings reported in this section suggest that bilingual students can benefit from computer-based training focusing on the development of automatic skills for both decoding and encoding orthographic information. (FL)

ED 280 006

CS 008 734

Parks, Julia Etta
The Reading Program: An Historical Perspective,
1938-1987. Education Department, Washburn University.

Pub Date—57 Note—128p.; Parts of Appendix D msy be margin-ally legible because of small print. Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052) — Tests/Question-

naires (160)

naires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Course Descriptions, Curriculum Development, Degree Requirements, \*Educational History, \*Graduate Study, Graduation Requirements, Higher Education, Multicultural Education, \*Program Development, \*Reading Programs, Teacher Education Curriculum, \*Teacher Education Programs, \*Undergraduate Study. Study Identifiers

\*Teacher Education Programs, \*Undergraduate Study
Identifiers—\*Washburn University of Topeka KS
Documenting the history of the Reading Program offered by the Department of Education at Washburn University, Kansas from its inception in 1937 to 1987, this document contains information related to the undergraduate reading requirements for the completion of the Elementary and Secondary Education Degrees and the graduate requirements for the first part provides an overview of the undergraduate reading program and traces the historical development of the undergraduate reading program and traces the historical development of the undergraduate reading programs and practises arts source offerings. The second part discusses the multicultural components of the undergraduate and graduate reading programs and presents a matrix detailing the specific elements in each course. The third part focuses on the graduate reading program, rovides an overview of the program, details the current requirements for a masters degree in reading, and includes descriptions of the graduate program written by Marjoric Colton and by Mary Shoop. The fourth part provides faculty vitae. Appendixes comprise the bulk of the document and detail (1) undergraduate course objectives, (2) undergraduate degree plans, (3) graduate degree plans and graduate course objectives, (4) certification and teacher education regulations, and (5) guidelines for the professional preparation of reading teachers, various evaluation forms, and compliance with specialty guidelines. (JD)

ED 280 007 CS 008 735

Kapinus, Barbara A. And Others
The Effects of Practice in Retelling upon the Reading Comprehension of Proficient and Less
Proficient Readers.
Pub Date—Dec 86

Pub Date—Dec 86
Note—19p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Grade 4, Intermediate Grades, \*Reader Response, \*Reader Text Relationship, \*Reading Comprehension, Reading Processes, Reading Research, Recall (Psychology) Identifiers—Comprehension Monitoring, \*Story Retelling

Retelling
A study examined the retelling performance of
the novice compared with that of the expert and the
effect of retelling practice on comprehension for
both proficient and less proficient readers.
Thirty-six fourth graders (20 proficient and 16 less
proficient readers) were randomly assigned to one
of four story sessions. Across the four sessions all
subjects read four stories (proficient readers read
fourth-grade-level stories, while less proficient readers read second-grade-level stories) and practiced
retelling them into a tape recorder. At the conclu-

sion of sessions one and four, subjects responded to eight comprehension questions-four text-explicit and four text-implicit-about the story they had read (questions were not used during sessions two and three so that the emphasis was solely upon retelling). After the fourth session subjects also answered an attitude and strategy awareness questionnaire. The four practice sessions resulted in improved reading comprehension performance for both proficient and less proficient readers. This supports the hypothesis that by engaging in verbal rehearsal of silentity read discourse, the reader learns something about the organization and retention of text information. (Tables of data and references are appended.) (AEW)

CS 008 736

Hoap, James L.

Reading as Cultural Activities: Enabling and Reflective Texts.

Pub Date—Feb 87

Note—32p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986). Contains small print. ub Type

Austin, 1A, December 2-6, 1989). Contains small print.
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP61/PC02 Plus Postage.
Descriptors—\*Caltural Activities, Curriculum Development, Educational Theories, \*Information Processing, Reader Response, \*Reader Text Relationship, \*Reading Attitudes, \*Reading Materials, Reading Processes, Relevance (Education), Social Theories, Theory Practice Relationship Identifiers—\*Reading Theories, Text Coherence, \*Text Factors
Current theories of reading are concerned with the nature of the "means" for achieving goals—processing components, paths, practices, and strategies. If reading is understood as text-oriented cultural activities, a continuum of text use can be formulated

If reading is understood as text-oriented cultural activities, a continuum of text use can be formulated with enabling texts (those that enable the reader to do something) at one end and reflective texts (those that provide reflection on information) at the other end. These categories of texts differ in: (1) what reading them affords, (2) the relation of reading to what the texts affords, (3) the concreteness of the activity they afford, (4) the specificity of the knowledge involved in reading the texts, and (5) the criteria of "successful" or fluent reading, defined as an accurate, coherent, and useful reading. In information processing theories, enabling texts disclose what we need to learn, while reflective texts disclose what we know. Narrative and expositional texts what we know. Narrative and expositional texts generally fit the reflective text category, with the exception of instructional texts, which are enabling. exception of instructional texts, which are enabling. When viewed with a concern for how social order is accomplished and reproduced, the importance of enabling texts becomes clear, since the administration of society depends on such texts. Within societies on the threshold of industrialization, reading can be appreciated as both intrapersonal and interpersonal information processing with consequences for what constitutes a relevant reading curriculum. (NKA)

CS 008 738 Goodman, Yetia M. And Others
Reading Miscue Inventory: Alternative Proce-

Report No.—ISBN-0-913461-80-6 Pub Date—87

Pub Date—87
Note—238p.
Note—238p.
Available from—Richard C. Owen Publishers, Inc., Rockefeller Center, Box 819, New York, NY 10185 (316.95).
Pub Type—Books (010) — Guides - Classroom—Teacher (052)
Document Not Available from EDRS.
Descriptors—Diagnostic Teaching, Diagnostic Tests, Elementary Education, "Miscue Analysis, Models, Program Development, "Reading Diagnosis," Reading Programs, "Remedial Reading, Teaching Methods, "Test Construction dentifiers—Goodman (Kenneth), "Reading Miscue Inventory

Identifiers—Goodman (Kenneth), "Reading Mus-cue Inventory Expanding on the original "Miscue Inventory," this book examines various miscue analysis proce-dures and discusses how they provide teachers with effective methods for understanding and measuring students' reading processes. The chapters are di-picted into three parts, focusing on miscue analysis and the reading process, miscue analysis proce-dures, and miscue analysis and curriculum develop-ment. Respectively, chapters discuss (1) the

importance of miscue analysis for reading professionals, the historical development of miscue analysis procedures, a recommendation for self-monitoring the reading process, and a student whose oral reading is used as an example throughout the book; (2) the reading model developed by Kenneth Goodman; (3) the collection, organization, and marking of miscue analysis dats; (4) questions used in miscue analysis; (5) an alternative procedure for miscue analysis; (6) three more alternative procedures including information on miscue selection for coding, question usage, scoring the retelling, forms for miscue coding and retelling, and calculation of statistical information; (7) three models of reading instruction and the essentials of a whole language reading program; and (8) how the information gained through miscue analysis might be used as the basis for a reading program. Appendixes include a summary of procedures, Gordon's miscue analysis, blank forms used in various procedures, and previous miscue analysis formats. (JD)

ED 280 010

CS 008 740

ED 280 010

CS 008 740

Sampson, Michael R.

The Effects of Instructional Close Lessons on the Divergest Production of Third-Grade Students. Pub Date—Dec 36

Note—8p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).

Pub Type—Reports Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—°Cloze Procedure, Cognitive Processes, "Convergent Thinking, "Divergent Thinking, "Grade 3, Models, Primary Education, "Reading Instruction, Reading Research Identifiers—"Guilford (J. P), Structure of Intellect J. P. Guilford's "structure of the intellect" provides a system that explains the intellectual abilities of students and identifiers major types of productive thinking. A study was conducted to examine whether one of these types—divergent production, which focuses on responses of an individual's own creations—could be enhanced through the use of an instructional cloze procedure. Subjects were 92 third-grade students from three different schools, equally divided into control and experimental groups. Students in the experimental group received regular reading instruction with the addition of 27 instructional cloze lessons. Students in the control group received regular reading instruction with work in reading centers in lieu of the cloze instruction. A Quasi-Cloze Divergent Production Test was used as pretest and posttest. Results indicated that the divergent production of the experimental group was significantly higher than that of the control group. The findings suggest that the cloze procedure can be an effective technique in increasing the divergent production of third-grade students. (FL)

ED 280 011 CS 008 744

ED 280 011
Anthony, Helene M. Raphael, Taffy E.
Using Questioning Strategies to Promote Students' Active Comprehension of Cuntent Area
Material, Occasional Paper No. 199.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Department of Education, Washington, DC.
Report No.—IRT-OP-109
Pub Date—Jan 87
Note—440.

Pub Date—Jan 87 Note—44p. Available from—Institute for Research on Teach-ing, College of Education, Michigan State Univer-sity, 252 Erickson Hall, East Lansing, MI 48824 (\$4.00).

sity, 252 Erickson Hall, East Lansing, MI 48824 (\$4.00).

Pub Type— Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Content Area Reading, "Questioning Techniques, Reader Response, "Reader Text Relationship, "Reading Comprehension, "Reading Strategies, Secondary Education, Teacher Role, Teacher Student Relationship, Teaching Methods To explore how instruction in questioning can enhance teachers' use of questions that promote construction and how teachers' instruction of students in such strategies can enhance their ability to comprehension and how teachers' instruction of students in such strategies can enhance their ability to comprehend content area texts independently, this paper looks at prereading, during-reading, and postreading questioning activities. The first major section of the paper discusses two kinds of conceptual knowledge involved in the comprehension of expository prose: text structure knowledge and

knowledge of text processing strategies. The second section of the paper looks at the kinds of questioning strategies that have been effective in developing students' comprehension of expository text. Specifically, it uses a reading lesson as a framework for discussing questions used in the prereading, during-reading, and postreading stages of the lesson. The third section of the paper examines the instructional methods that contribute to students' independent use of questioning strategies: (1) direct explanation and modeling, (2) guided practice, and (3) question answer relationships. The paper concludes by noting that the quantity of research focusing on questioning underscores the pervasiveness of questioning strategies in the classroom. (A six-page list of references is provided.) (FL)

ED 280 012

CS 008 748

Freeman, Davi

Preeman, David
Assignment of Pronoun Reference: Evidence That
Young Readers Control Cohesion.
Public—Dec 86
Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150).

ing of the National Reading Conference (36th, Austin, TX, Docember 2-6, 1986).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Cohesion (Written Composition),

\*Context Clues, Elementary Education, Grade 2,

Grade 6, Miscue Analysis, Oral Reading, \*Pronouns,

Psycholinguistics, Reader Response,

\*Reader Text Relationship, \*Reading Comprehension, \*Reading Research, \*Reading Strategies Identifiers—\*Referents (Linguistics).

A study examined the pronoun miscues of 32 sixth grade and 24 second grade students reading short prose selections aloud. The miscue analysis led to the identification of text features readers use assign pronoun miscues. Specifically, it indicated that young readers used certain text features and consistent strategies to assign reference. In cases where text features sided prediction, the readers did particularly well. Even when they made miscues on pronouns, they frequently were able to correct them when the text did not confirm their original choice.

(FL)

ED 280 013

CS 008 749

ED 280 013

CS 008 749

Clanciolo, Patricia J.

Developing the Begianing Reading Process with
Picture Books.

Pub Date—24 Feb 87

Note—26p.; Paper presented at the Meeting of the
"Five Year Olds in School" Conference (East
Lanning, MI, January 9-10, 1987).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, "Childrens Literature, Cognitive Development, Cognitive Style,
Early Childhood Education, Family Environment, "Illustrations, Language Acquisition, Literary Criticism, Literary Devices, "Picture Books,
"Prereading Experience, Prior Learning, "Reading
Readiness, Schemata (Cognition), Young Children

Readiness, Schemata (Cognition), Young Children
dren
Identifiers—Reading Motivation, Text Factors
A close relationship exists between children's capacity for learning in school (especially learning to
read) and the amount and kind of reading aloud
done by parents and teachers to children. Children's
literature, especially the illustrations and the language contained in fine picture books, has the potential to provide six benefits that constitute major
attitudes and skills essential to functioning in the
beginning reading process. Such books achieve the
following: (1) offer a store of experiences, (2) exempity standard English, (3) display the possibilities of
language, (4) impart an appreciation of one's cultural heritage and that of others, (5) help to develop
imaginative and creative thinking powers, and (6)
teach about literature. When young children have
been read picture books and read these books on
their own, they develop a broader vocabulary, experential background, comprehension, mental imagery, motivation and interest to read, and
understanding of literary schema. A good picture
book is one in which the relationship between the
text and the illustrations is a coherent, unified
whole, and in which the pictures provide details that
the reader might miss or not fully understand. An
artistic, effective readable picture is one in which

the viewer slowly discovers more details and experi-ences a greater depth of response to the story each time he or she examines the pictures. (NKA)

ED 280 014 CS 008 7:
Mikuicky, Larry Adams, Suson McIntyre
The Relationship of Extreme Attributional Styles
(Learned Helplessness) to Metacognitive Reading Behaviors of College Students on Academic CS 008 754

Pub Date-Dec 86

Ing Benaviors or College Strucents on Academic Probation.

Pub Date—Dec 86

Note—25p; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Probation, "Attribution Theory, "Behavior Patterns, College Students, "Helplessness, Higher Education, Measurement Techniques, "Metacognition, Psychological Characteristics, "Psychological Patterns, Reading Ability, Reading Achievement, "Reading Processes, Reading Research, Reading Skills Employing measures of attributional styles and metacognitive reading behaviors, a study investigated whether a relationship exists between passive reading behaviors and extreme attributional styles (learned helplessness) in college students on academic probation. Attributional style and metacognitive strategies exhibited while reading college text material were assessed for 75 probationary students of average reading ability. First, however, an attributional styles questionnaire and a metacognitive behavior scale had to be developed. Although findings revealed no statistically significant relationship between the two variables, they did show a tendency for subjects marked "low" on metacognitive reading behaviors to be rated "external" and "internal" in attributional styles at approximately 1.5 times the expected rate (i.e., to score in the top or bottom 10% on the attributional styles question-naire). In addition, results indicated that subjects demonstrated significantly fewer metacognitive reading behaviors and exhibited more extremely external attributors than the regularly enrolled population. (Author/JD) tion. (Author/JD)

Bear, Do ED 280 015 CS 008 755

influent Oral Reading and Spelling Developm ub Date—May 85

Note—17p; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, I.A, May 5-9, 1985). May be marginally legible in places because of blurred

marginally legible in places because of blurred print.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) EDRS Price - MF01/PO1 Plus Pestage.
Descriptors—Beginning Reading, \*Developmental Stages, Integrated Activities, Learning Problems, \*Learning Strategies, \*Oral Reading, Primary Education, \*Reading Instruction, Reading Strategies, Remedial Instruction, Skill Development, \*Spelling, Student Behavior, Teacher Role Identifiers—\*Reading Fluency
The development of fluency in beginning readers is a gradual process that often involves different oral strategies such as word-by-word reading, pointing

is a gradual process that often involves different oral strategies such as word-by-word reading, pointing to words, and reading aloud to oneself. A review of research related to these behaviors and to corresponding spelling behaviors suggests a number of implications for instruction, including the following: (1) disfluent oral readers may need to point as they read, but silent readers should not need to point because they have sufficient oral fluency; (2) reading in groups should be oral for beginning readers; (3) reading rate is a reliable and easily obtained indicator of fluency and is closely related to reading accuracy; and (4) diagnostic teaching should include a sampling of invented spellings and an analysis of the synchrony between stages of reading and spelling. Both fluency and expression can be promoted through the use of relatively easy material. (FL)

ED 280 016 CS 008 756 Kapinus, Barbara A.
Vocabulary Development: A Continuing Need.
Maryland State Dept. of Education, Baltimore.
Pub Date—Mar 87 Note—7p.

Note—7p.

Journal Cit—School; v34 n2 Mar 1987

Pub Type— Guides - Classroom - Teacher (052) —

Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cognitive Development, Curriculum Development, Elementary Secondary Education, Instructional Effectiveness, Language Acquisition, \*Language Arts, Reading Comprehension, Reading Skills, \*Teaching Methods, \*Verbal Development, \*Vocabulary Development, \*Vocabulary Development, \*Vocabulary Skills, Word Recognition

cabulary Development, "Vocabulary Skills, Word Recognition Identifiers—Semantic Mapping The strong relationship between knowledge of vocabulary and reading achievement leads to the conclusion that knowing the meaning of words in a passage enables the reader to answer questions about the passage. The goal of vocabulary instruction is the acquisition of the concepts represented by words as well as the ability to recognize and analyze words. To teach vocabulary effectively, the instructor must recognize that the vocabulary of a mature language user consists of three tiers (1) high frequency, very basic words, (2) extremely low frequency words, and (3) frequently encountered words connoting a mature literacy level. Vocabulary instruction should be concerned with this third tier of words, and strategies should involve relatively easy-to-plan lessons, quickly developed materials, and results that justify the time spent both in and out of class. Typical activities include giving students examples of the word, using the word in meaningful sentence contexts, giving synonyms and antonyms for the word, and using the word in analogies. Techniques such as semantic mapping or websing provide a means for students to visualize the association among words. An additional concept-extending strategy involves having students look outside of the classroom for words they are studying. In designing a vocabulary curriculum, teachers should keep in mind the importance of promoting interest and independence in vocabulary development. (NKA)

ED 280 017 CS 210 075

Calder, Boni And Others
Guide 1963-84, Revised.
Saratoga Union School District, CA.
Pub Date—Feb 87
Note—386p.
Available from—Saratoga Union School District,
20460 Forrest Hills Dr., Saratoga, CA 95070 (\$50.00). - Guides - Classroom - Teacher (052) -

20460 Forrest Hills Dr., Saratogs, CA 95070 (550.00). Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF91/PC16 Plus Postage.
Descriptors—Curriculum Development, Drama, Elementary Education, English Curriculum, Essays, Expository Writing, Folk Culture, Instructional Materials, Integrated Activities, Perestroiner, Revision (Writing, Folk Culture, Instructional Materials, Integrated Activities, Perestroiner, Revision (Writing Composition), Story Teling, "Teaching Methods, Writing Explusation, "Writing Estruction, "Writing Expresses, "Writing Improvement, "Writing Instruction, "Writing Erocesses Identifiers—Writing across the Curriculum The result of the collaborative efforts of seven writing instructors and based in part on the Bay Area Writing Project, this writing guide is intended for teachers in grades one through six. In the first part, the first of four sections suggests instructional techniques and activities, includes student writing samples, and defines the writing process at the following developmental levels: prewriting, oral or written composing, responding, revising, editing, and evaluating. The second section presents a suggested grade level sequence and activities designed to incorporate other language arts curricula and writing genres. The third section discusses "power writing," a formula for expository writing, and the fourth section, focusing on response as the key to evaluation and between primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate revaluation and between primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate for elementary students and suggests lessons for each grade level. Activities are presented for grades one through six in the following forms: first hand experience, story, essay, folklore, drama, and poetry. A selected bibliography is included, and a supplemental guide titled "Scope and Sequence

ED 280 018 CS 210 271 Stracke, J. Richard Snow, Sara Speaking, Writing, and Performance: An Integrated Approach to the Word. Pub Date—Nov 86

Pub Date—Nov 86

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986). Pub Type—Specches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Educational Theories, \*Preshman Composition, Group Activities, Group Experience, Higher Education, \*Instructional Innovation, Newspapers, Peer Relationship, Persussive Discourse, Rhetorical Invention, Speech Communication, Teacher Student Relationship, \*Teaching Methods, Television, Theory Practice Relationship, \*Writing Exercises, \*Writing Instruction

ing Methods, Television, Theory Practice Relationship, "Writing Exercises, "Writing Instruction Identifiers—Freire (Paulo), Rhetorical Stance
To provide students with a rhetorical stance and motivation, a college freshman composition class adopted the ideas of the "radical" literacy educator, Paulo Freire, who believes that literacy should allow students and teachers to become truly conscious of the world. Class projects were initiated in which the students had as much expertise as the instructors. The first project addressed people's consciouaness of themselves as workers (students were invited to share impressions of their worst job), while the second focused on television criticism, comparing "Hill Street Blues" and "Mismi Vice." The third project featured a look at public issues through editorials in the local newspaper, and in the fourth project, the students presented "tours" of parts of their city. All the projects involved various levels and kinds of peer feedback, and the students, most of whom were taking only this one class, quickly developed a feeling of shared community. The essays that came out of the first project, although many contained technical errors, had a natural order to them that interested the readers and the writer. The television roiset dicussions led to shifts of consciouances. cal errors, had a natural order to them that interested the readers and the writer. The television project discussions led to shifts of consciousness that enabled the students to grasp the notion of concession in argument, a concept that also helped in the third project, concerning arguments and editorials. In the final project the students examined their city closely, gaining a sense of civic pride and appreciation. (NKA)

ED 280 019 CS 210 284

ED 280 019
Storik, F. Barwise, Mary
Asking Good Questions, Getting Good Writing, A
Teacher's Handbook on Writing across the Curriculum at Minnespolis Community College.
Minneapolis Community Coll., Minn.
Pub Date—B

Pub Type — Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postrage. PC Not Available from EDRS.
Descriptors—Community Colleges, "Content Area Writing, "Grading, Higher Education, "Instructional Development, Instructional Improvement, "Questioning Techniques, Student Motivation, Teaching Methods, "Writing Evaluation, "Writing Exercises, Writing Instruction, Writing Pro-

ing Exercises, Writing Instruction, Writing Processes
Identifiers— Writing across the Curriculum
The result of the Writing across the Curriculum
The result of the Writing across the Curriculum
Project at Minneapolis Community College, this
handbook provides teachers with effective, efficient,
and practical suggestions for crafting good writing
assignments in content area classrooms. In general,
the book encourages teachers to ask good questions
and to experiment with writing. Respectively, chapters discuss (1) ways in which teachers can save time
and energy as they assign and grade writing, along
with some examples of writing assignments in which
the activity of writing in itself promotes learning; (2)
principles to help teachers ask questions that demand thinking, such as deciding the purpose of a
particular assignment or students and relating this
purpose to them; (3) several nontraditional writing
assignments that provide an alternative to term paper assignments; (4) the steps necessary to prepare
students to succeed as writers and tips on what
kinds of classroom discussion can promote this goal; kinds of classroom discussion can promote this goal; and (5) ways in which teachers can save time when and (3) ways in which teachers can save time when marking papers, suggesting that teachers consider writing an activity and process of learning rather than a product to be graded. Several extended ex-amples and sample assignments are included, as is an annotated bibliography. (JD)

ED 280 020 CS 210 305 nkins, Rhonda, Ed. elling is For Ever. Reading Around Series.

Australian Reading Association, Adelaide. Report No.—ISBN-0-949512-11-7 Pub Date—86

Note—86
Note—64p.; Supplement to the Australian Journal of Reading, Volume 9, No. 4. Several tables use amail print.
Available from—

wailable from—Australian Reading Association, PO Box 78. Carlton South 3053, Victoria, Austra-

PO Box 78, Carlton South 3053, Victoria, Australia.

Pub Type— Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Elementary Education, Learning Strategies, Resource Materials, \*Spelling Instruction, Teacher Education, "Teaching Methods, Writing Skills Identifiers—Australia

The responsibility of all teachers to help children develop spelling strategies is addressed in a series of articles in this journal supplement. Following an introduction by the editor, the articles and their authors are as follows: (1) "Development in Word Knowledge" (Peggy Goldsmith); (2) "Spelling Can Be Taught" (Faye Bolton and Diane Snowball); (3) "The Teaching of Spelling in Perspective" (Heather Pehring); (4) "Teaching Children Spelling through Their Writing" (Judy Turner); (5) "Take Parents with You" (Glyn Turner); (6) "Matching Spelling Instruction to Individual Writers" (Ronda Jenias); and (7) "Spelling Is For Ever" (Geoff Ward). The articles stress that while students can be encouraged to use a variety of resources in confirming spelling attempts, teachers, as writers, need some personal and effective tactics so that immediate demands on spelling memory are fulfilled. (Illustrations, tables, figures, and references are included with most articles.) (AEW)

ED 280 021

CS 210 306 ED 280 021

ED 280 021 CS 210 30 Bull, Gooff Gollasch, Fred. Ed. Talking Your Way into Meaning: Developing Spe-cific Writing Abilities through Talk. Reading Around Series No. 4. Australian Reading Association, Adelaide. Report No.—ISBN-0912-1710 Pub Date—Nov 86

Report No.—ISBN-0912-1710
Pub Date—Nov 86
Note—6p.
Available from—Australian Reading Association,
PO Box 78, Carlton South 3053, Victoria, Australia (90.50 per copy, plus postage, Australian currency; 33.3% reduction on orders of 50 or more).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PCD Plus Postage.
Descriptora—Class Activities, Elementary Education, "Language Processes, Reading Pricesses, Reading Processes, Reading Processes, Reading Pricesses, Reading Processes, Reading Methods, "Verbing Relationship, Student Participation, Teacher Student Relationship, Student Participation, Teacher Student Relationship, Student Participation, Teacher Student Relationship, Teaching Methods, "Verbing Relationship, Student Participation, Teacher Student Relationship, Student Participation, Teacher Student Relationship, Student Participation, Writing Exercises, "Writing Risilla Identifiers—"Talk Write Method
Focusing on talk as the vehicle through which the reading and writing processes an become more interactive and can more closely approach the processes of learning, the lessons presented in this booklet provide examples of how teachers can construct learning strategies to help children "talk their way into meaning" against a framework of the writing process. These strategies let the teacher connectrate on helping children develop specific writing abilities while allowing them to retain control of their own writing. Each lesson includes focus, classroom setting, method, outcomes, relevance to language learning, and modifications after trialling. Lessons cover the following areas: (1) writing style, (2) choosing a topic, (3) cobesion, (4) sense of story, (5) revising, and (6) narration. In each case, the lessons as into help children tearn how to learn through the use of talk in the writing process. (JD)

CS 210 307

Schaeffer, Matthew M., Comp.
The Horrific World of "Nineteen Eighty-Four": A
Classified Bibliography of Orwell's Prophetic Classifi Novel.

Pub Date

Note—76p.

Pub Type— Reference Materials - Bibliographies
(131)

(131) EDRS Price - MPUL/PC04 Plus Postage.
Descriptors—English Instruction, English Literature, Intellectual History, \*Literary Genres, \*Novels, \*Prediction, \*Social Theories Identifiers—\*1984 (Title), \*Orwell (George) Drawn from articles, books, book chaptera, and audio and visual materials, this bibliography con-

tains nearly 900 isems pertaining to George Orwell's novel "Nineteen Eighty-Four." The items are arranged in a topical format under the following headings: (1) biographical materials, (2) general comment and literary criticism, (3) science and technology, (4) utopia and dystopia, (5) human sciences, (6) language, (7) legal and political science, (8) education, (9) religion, (10) economics, (11) reviews, (12) arts and media, (13) miscellaneous materials, and (14) selected bibliographical materials. The bibliography concludes with an author index. (FL)

Bissex, Glenda L., Ed. Bullock, Richard H., Ed. Seeing for Ourselves: Case-Study Research by Teachers of Writing. Report No.—ISBN-0-435-08436-4
Pub Date—87
Note: -036

Note—228p.

Available from—Heinemann Educational Books,
Inc., 70 Court St., Portamouth, NH 03801 Inc., 70 (\$15.00).

Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 (S15.00). Pub Type—Books (010) — Reports - Research (143) — Collected Works - General (020) Document Not Available from EDRS. Descriptors—Case Studies, \*Classroom Research, Elementary Secondary Education, Experimenter Characteristics, Higher Education, Longitudinal Studies, Research Design, Researchers, \*Research Methodology, \*Teaching Experience, \*Writing Instruction, "Writing Processes, \*Writing Research Methodology, \*Teaching Experience, \*Writing Instruction, "Writing Processes, \*Writing Research Bleenthers and graduate students at Northeastern University, this book offers a comprehensive overview of the kinds of research being conducted by writing teachers, as well as extensive information on how this research has affected their professional lives. The chapters are divided into five parts dealing with the backgrounds of teacher research, longitudinal studies, becoming a researcher, four short-term studies, and writing beyond the classroom. The essays and their authors are as follows: (1) "What is a Teacher-Researcher?" (Glenda L. Bisses); (2) "Why Case Studies?" (Glenda L. Bisses); (3) "A quiet Revolution: The Power of Teacher Research" (Richard H. Bullock); (4) "Yesz-Long, Classroom—Based Case Studies" (Glenda L. Bissex); (9) "The Teacher as Learner" (Susan Kaplan); (6) "Traci: A Learning Disabled Child in a Writing Process Classroom" (Carol S. Avery); (7) "Roles and Strategies in College Writing Conferences" (Ferguson McKsy); (8) "The Effect of Poetry in a First-Grade Classroom" (Carol S. Avery); (10) "Ra for Editior in Chief" (Jane Richards); (11) "Teschers Talk about Their Research: A Round-Table Discussion," edited by Richard H. Bullock; (12) "Short-Term Studies in a Traditional Graduate Setting" (Richard H. Bullock); (13) "Breaking Patterns" (Kathleen Hogan); (14) "Laura" (Kathy Calkins); (15) "Observing a Would-Be Novelist" (Belana). This book represents the first extensive collection of articles concerning teacher c

ED 280 024 CS 210 312

Newman, Dennis S. English Education of Learning Disabled Students. Pub Date—19 Jan 87

Eagush Education of Learning Disabled Students.
Pub Date—19 Jan 87
Note—48p.
Pub Type—Information Analyses (070) — Guides
- Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescent Development, Curriculum Development, English Curriculum, English Instruction, High Schools, "Learning Disabilities, Learning Problems, "Mainstreaming, Program Administration, "Program Descriptions, "Study Skills, Teaching Methods, Writing Instruction Focusing on English instruction for mainstreamed learning disabled (LD) high school students, this paper surveys and interprets the literature on the subject, examines specific teaching methods and student study skills that have worked in this area, and reviews the English program proposed by Daniel Fader. Specifically, sections discuss the following: (1) the success of one high school

mainstreaming program in Iowa; (2) differing views on the feasibility of mainstreaming for mentally retarded students; (3) the book "Learning Disabilities: The Struggle from Adolescence toward Adulthood" by W. M. Cruikshank, W. C. Morse, and J. S. Johns; (4) the use of the mastery approach to Eaglish instruction for mainstreamed LD adolescents in public high schools; (5) the book "The Learning Disabled Adolescent: Program Alternatives in the Secondary School" by G. Marsh, and C. and B. Gearheart; (6) specific suggestions concerning curriculum modification, accommodatory teaching techniques, and particular study skills for LD adolescents; (7) recommended study skills for ED adolescents; (7) recommended study skills, particularly skylls for ED adolescents; (7) recommended study skills, particularly skylls, particularly for maximizing modivation proposed by C. and B. Gearheart and G. Marsh; (9) the problems that LD students experience in the classroom, as they were addressed by W. M. Cruickshank, and others; (10) an article by J. Johnson and M. Newman on journal writing; (11) the books "Teaching the Learning Disabled Adolescent Strategies and Methods" by G. Alley and D. Desaller and "Plans and the Structure of Behavior" by G. Miller, E. Galanter, and K. Pigram; and (12) the development and administration of Donald Pader's "English in Every Classroom" program. (JD) gram. (JD)

ED 280 025

Karolides, Nicholas J., Ed. Quinn, Laura, Ed.

Women's Literature,

Wisconsin Council of Teachers of English.

Pub Date—Apr 86

Note-36p.

Journal Cit-Wisconsin English Journal; v28 n3 Apr 1986

Journal Cit—wisconain English Journal, vae na Apr 1986
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC02 Piss Postage.
Descriptors—Authors, Autobiographies, Characterization, English Literature, "Females, "Feminism, Higher Education, Language Usage, "Literaty Criticism, "Literary Devices, Literature Appreciation, Secondary Education, Sex Bias, Sex Differences, Sex Stereotypes, Social History, United States Literature, "Womens Studies United States Literature, "Womens Literature The articles in this focused journal issue discuss women authors and examine female images in English and American literature. The titles of the articles and their authors are as follows: (1) "Margaret

glish and American literature. The titles of the articles and their authors are as follows: (1) "Margaret Puller and Charlotte Perkins Gilman: Rhetoric and the Shape of Learning" (Susan Lundvall Brodie); (2) "Feminist Psychology through Feminist Literature" (Richard Morehouse); (3) "John Donne and the Countess of Huntingdon: The Transformation of Cenaissance Woman" (George Klawitter); (4) "Women Working; Images in American Literature" (Dila Hornbastel); (5) "Teaching "Women's Literature" (Dila Hornbastel); (5) "Teaching "Women's Literature" (Disne Long Hoeveler); (6) "Male-Female Relationships in Literature" (Kathy White); and (7) "Selected Bibliography: Guidelines for Nonsexist Language" (Laura Guinn and Nicholas J. Karolides). (References are listed for most articles.) (NKA)

CS 210 314 Karolides, Nicholas J., Ed. Quinn, Laura, Ed. Curriculum Development. Wisconsin Council of Teachers of English.

Pub Date-Oct 86

Note-36p. Journal Cit-Wisconsin English Journal; v29 n1 Oct 1986

Journal Cit—Wisconsin English Journal; v29 nl Oct 1986
Pub Type— Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Cognitive Development, "Communication Skills, Computer Assisted Instruction, Creative Teaching, "Curriculum Development, Curriculum Evaluation, "Curriculum Guides, Elective Courses, Elementary Secondary Education, English Instruction, Higher Education, Language Arts, Literature Appreciation, Ordan History, Outdoor Education, Reading Material Selection, Student Centered Curriculum, Student Interests, Teacher Education, Teacher Evaluation, Teaching Methods, "Writing Exercises, "Writing Instruction, Writing Processes Incorporating diverse viewpoints and featuring articles by teachers and administrators on both the university and the elementary-secondary levels, this focused journal issue offers useful practical suggestions and pragmatic guidance for all levels of curric-

ulum development. The articles and their authors are as follows: (1)"Teaching Students to Ask Questions" (Patricis A. Solfest); (2) "Outdoor World" (Craig A. Akey); (3) "A Perspective on the Guide: A Curricular Framework for the Language Arts" (Mary Meiser); (4) "Preparing Teachers: Fit the Training to the Need" (Leo J. Hertzel); (5) "Equity, English and Computers" (Mary Louise Gomez); (6) "Oral History as Composition" (Diane Long Hoeveler); (7) "Are English Curriculum Guides a Put-On?" (Thomas A. Lund); (8) "A Superintendent's view of the Language Arts" (William Josten); and (9) "Teacher Evaluation: From the Superintendency and the English Supervisor's Positions" (Carol S. Hertz and Karl V. Hertz). (A book review section is also included.) (NKA)

CS 210 315 ED 280 027 s, Nicholas J., Ed. eyond the Two R's.

Beyond the Two R's.
Wisconsin Council of Teachers of English.
Pub Date—Jan 87
Note—36p.
Journal Cit.—Wisconsin English Journal; v29 n2 Jan

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022) EDRS Price - MP01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescent Literature, Childrens Literature, Classroom Environment, \*Critical Thinking, \*Curriculum Development, Elementary Secondary Education, Grammar, Language Acquisition, \*Language Arts, Language Skills, Learning Strategies, Linguistics, Listening Comprehension, \*Listening Skills, Nonverbal Communication, Semantics, Sentence Combining, \*Speech Communication, Syntax, \*Teaching Methods, Writing Skills Identifiers—Blooms Taxonomy, \*Metanalysis (Linguistics)

guistics)
The compendium of articles in this journal issue deal with the diverse components of the language arts, communication, and critical thinking curricula. The titles and authors of the articles are as follows:
(1) "What to Do until the Doctor Comes: Speech in the Language Arts Classroom" (John Fortier); (2) "Teaching and Thinking Skills: Some Practical Applications" (Mary Kay Bryan); (3) "Getting Chidren to Tune In" (Caroline G. Majek); (4) "Non-Verbal Communication: A Necessary Tool to Classroom Learning Strategies" (Penny L. Krampien); (5) "Metsnalysis: A Linguistic Approach" (Don L. F. Nilsen); and (6) "Introducing Language Concepts" (Nicholas J. Karolides). Also included in this journal are a list of the NCTE Achievement Awards winners, as well as reviews of selected The co rds winners, as well as reviews of selected is for children, adolescents, and for teachers.

ED 280 028 CS 210 325 Morgan, Lorraine And Others
Pushing the Write Button: Writing-across-the-Cur-

riculum.
Pub Date—Mar 87
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

and Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, "Content Area Writing, Higher Education, "Interdisciplinary Approach, Peer Evaluation, "Program Development, Science Instruction, Speech Skills, Writing Evaluation, "Writing Instruction Identifiers—Stanford University CA, "Writing across the Curriculum in 1984 the Human Biology program at Stanford University launched a writing across-the-curriculum project with a year-long writing-intensive introductory class. The immediate objectives were to (1) develop students' writing fluency by demanding more writing, (2) improve the quality of all student writing by increasing attention to the writing process and to written work, and (3) help students understand that writing is a valuable way to analyze and deepen knowledge of course content. During the first year the program secured space for a writing secure center, where the writing sanitants. and deepen knowledge of course content. During the first year the program secured space for a writing resource center where the writing assistants could confer with students, teaching assistants, and faculty. Ways to develop students' speaking capabilities were also explored, and the program focused on developing a learning resource center. The Human Biology program also purchased video equipment to use in making pilot training tapes. The program has

documented evidence that it is making a difference in student performance on essay examinations and in written assignments. Because Human Biology is an interdisciplinary program, it exemplifies how writing can be integrated across the curriculum. (AEW)

CS 210 327

ED 280 029 CS 210 3 Strickland, James Evaluating Computer-Tutors: A Protocol Study. Pub Date—20 Mar 87

Pub Date 20 Mar 8/ Note 27p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, Freshman Composition, Higher Education, \*Protocol Analysis, \*Rhetorical Invention, \*Student Attitudes, Teaching Methods, \*Word Processing, Writing (Composition), Writing Instruction, \*Writing Processes, Writing Research Identifiers—\*Computer Tutors
A protocol study investigated whether computer tutors (programs that interactively guide writers while they freewrite with a word processing program) promote or hinder a richer understanding of the composing process. The analysis focused on writers' attitudes toward computer tutors in the invention process. Data were collected by tape recording a single college freshman as she acquainted herself with word processing and computer tutors. The student was asked to verbalize everything she was thinking, whether or not she thought it was relevant. This resulted in a record of the entire writing process, from generating ideas to processing prover-order concerns, such as srelling and proper relevant. This resulted in a record of the entire writing process, from generating ideas to processing lower-order concerns, such as spelling and proper keystrokes. Analysis of the protocols revealed that she seemed to be engaged by the interactive invention program but never indicated that she thought the computer was intelligent or possessed of human qualities. Although the subject was aware of the on-line help feature, she never took advantage of it, seeming content to use the word processing program as a glorified typewriter and missing out on the chance to revise and edit using features such as cut-and-paste or search-and-replace. Her reluctance to use these special programs represents general student attitudes, indicating students still are not convinced their writing could benefit from these computer tutors. (A list of 11 references is included, and transcripts of the protocols are appended.) (AEW)

ED 280 030 CS 210 336 Young, Gene Student Editing Internships in Low-Industry Geo-graphical Areas. Pub Date—Mar 87

tote—12p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type- Speeches/Meeting Papers (150) - Re-

19-21, 1987).
Pub Type—Speeches/Meeting Papers (150) — Report:

E '98 MPDI/POII Phis Postage.

D "Career Exploration, "Field Experiences and the Susiness Relationship, "Technical Writing, W iting Instruction Identifiers—Morebead State University KY Morehead State University KY Morehead State University is technical writing internship programs provides students who are not suited to larger, industry-based writing internship programs with professional writing experience. Most interes are English majors, and only the best and most interested students are selected. The program confers 3-6 semester hours' credit and aims to place students in offices or agencies on campus or in local or state government offices with ongoing, integrated writing projects in progress. The bulk of the internahips are with the university's Department of Public Information, which produces promotional literature for the university. Any is stitution interested in implementing an internship program should take care in (1) choosing supervising agencies and writers (some agency heads exploit interns to the extent that the students do little more than fetch coffee); (2) matching students to projects (so that a formula writer, for instance, is not put into a situation that requires a great deal of creativity); and (3) outlining and maintaining written controls and standards to make sure both the intern and the supervisor completely understand the rules. Although

students gain little in the way of open doors to jobs in their field, the beauty of a college-run internship program versus an industry based one is that college programs tend to be more flexible and sensitive to individual students' needs. (AEW)

ED 280 US1

Jeremiah, Milford A.

Using Television News and Documentaries for
Writing Instruction.

Pub Date—Mar 87

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (38th, Atlanta, GA, March 19-21, 1987).

17-21, 178/).
Pub Type—Speeches/Meeting Papers (150) —
Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Cunces - Classroom - leacher (1922)
EDRS Pice - MP01 Plus Peatage, PC Not Available from EDRS.

Descriptors—\*Documentaries, English Instruction,
Instructional Materials, Interdisciplinary Approach, Learning Strategies, Material Development, \*Models, \*News Media, Postsecondary Education, Secondary Education, Teacher Developed Materials, \*Teaching Methods, \*Television, Writing Evaluation, Writing Evaluation, Writing Evaluation, Writing Evaluation, Writing Exercises, \*Writing Instruction, Writing Skills
Identifiers—\*Instructional Models
Secondary and postsecondary students can be taught writing skills using a step-by-step examination of a television news or documentary program that can be undertaken in a single class period. The procedure consists of a series of strategies to facilitate the instructional process, as follows: (1) as a warm-up mechanism, the teacher introduces the writing skill (i.e., information or persuasion) on an overhead projector; (2) students are allowed time for questions and comments; (3) the news segment is presented; (4) students produce a noutline from the news stimulus; (5) outlines are collected to minimize any external influences; and (7) students produce a full length essays at the next class period, after receiving their outlines. Topics should include an introduction, adequate support, and argumentation. Provision should be made for revision, and both formal (e.g., progressive scales) and informal mechanisms can be used for evaluating these writing activities. Since the structure and content of television news and documentary presentations seem to mirror the practice of essay writing instruction, the incorporation of such programs may be a productive avenue of writing instruction. (NKA)

ED 280 032 CS 210 338

ELD 280 032

Herrmann, Andrea W.
Teaching Teachers to Use Computers for Writing across the Curriculum.
Pub Date—20 Mar 87

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF91/PCD1 Plus Postage.
Descriptors—Academically Gifted, "Computer Assisted Instruction, "Content Area Writing, Graduate Study, Higher Education, Masters Programs, Secondary School Teachers, "Word Processing, "Writing Instruction Identifiers—Writing across the Curriculum Thirteen classroom teachers took a graduate course, "Writing awith Computers: Teaching the Academically Able," during an intensive 3-week session. The teachers were all seeking certification and/or masters degrees in gifted education. Only seven of them had used computers in their classrooms and most of the seven stressed that they did not use them for teaching. Furthermore, most lacked confidence both as writers and as teachers of writing. They maintained daily writing process logs, and after only a few days, most were comfortable with the word processing program. Each teacher completed an individual project, and many planned ways to use word processing and computers in other aspects of their professional lives. Six months later, eleven of the teachers responded to a follow-up questionnaire, which indicated that eight were teaching writing more than they had before the course, many were using an expanded repertoire of writing activities, and a few were even conducting computer-use workshops for their colleagues. Most of the teachers had incorporated word processing into their own writing with half of them using it to teach writing, although lack of software and hard-

ware, funding, and computer-to-student ratios were identified as common problems. (AEW)

ED 280 033

CS 210 339

Duvis. Kevin
The Role of Peer Tutoring: Steps to Describing a
Three-Dimensional Model.
Pub Date—Mar 87
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Elementary
Secondary Education, Interaction, Models, Peer
Relationship, \*Peer Teaching, \*Teacher Attitudes, \*Teacher Student Relationship, \*Tutoring,
Writing (Composition), Writing Evaluation,
\*Writing Instruction
A comprehensive, three-dimensional model of

\*Writing Instruction

A comprehensive, three-dimensional model of
peer tutoring, constructed by gathering current theories and research and locating them on a dynamic
continuum of the tutoring process, allows researchers to break new ground in tutor research and might
eventually offer a new heuristic for training peer
tutors. The first axis in the model, the focus continuum, characterizes how the tutor interacts with the writer and text based on person-centered, proc-ess-centered, text-centered, and/or rule-governed approaches. This continuum incorporates the views of those advocating mechanical competence, style, and writing as an individual process. The second and writing as an individual process. The second axis locates the tutorial process along the attitudinal continuum, a perspective based on: pedagogical style, logic, and/or instinct. Together, these two axes comprise the focus of the tutoring situation. The third axis, the interactional continuum, describes the relationship that occurs during the pertutoring process and is based on the following conversational modes: authoritarias, conversant (collaborative), and/or receiver (student centered). Overall, this three-dimensional model characterizes 36 basic tutoring types which allow for an infinite amount of variation. By identifying locations along the continua as a point of departure, researchers can use the model to designate roles, differentiate between concepts that address only one or two facets of tutoring, and eventually offer a new heuristic for training peer tutors. (JD)

ED 200 034

CS 210 340

Selfe, Cynthia L.

Re-defining Literacy: The Multi-Layered Grammars of Computers.
Pub Date—Mar 87

Note—32p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Pustage.
Descriptors— "Computer Assisted Instruction,
"Computer Literacy, Higher Education, "Literacy, Reading Processes, "Teacher Improvement,
"Word Processing, Writing Instruction, Writing

To provide students with the literacy strategies To provide students with the literacy strategies necessary to function successfully in a technologically supported society, teachers must realize how the multilayered grammars of computers continue to affect their definition of literacy. Computer-supported writing centers are an excellent site for teachers to share ideas about this changing definition. The arrangement, structural, formal, and physical conventions of computer screens are quite different from those of the printed page. These conventions affect the way individuals "see" text and construct meaning from written texts. Computers add several new grammars to what individuals must learn to become literate and affect those making the transition from page to screen text as follows: (1) reach to become increase and ancer those making the transition from page to screen text as follows: (1) politically, in the issue of equal opportunity and education; (2) economically, with respect to aca-demic progress and career success; and (3) cultur-ally, as they force individuals to become literate consumers and produces of both sace and screen ally, as they force individuals to become literate consumers and producers of both page and screen text. Commercial word processing packages with translation aids are now available to help individuals make this transition. However, preliminary research findings suggest that many people will never achieve equal fluency in both grammars. For exam-ple, results have shown that individuals read screen text more slowly and less accurately than they do

printed text. These findings have strong implica-tions for how teachers view layers of literacy in-struction and how they identify and teach effective literacy strategies. (Figures and a bibliography are included.) (JD)

ED 280 035 CS 210 341

wards, Bruce L., Jr.
scess and the Digitized Word: Toward an Epistenology of Computerized Literacy.
b Date—Mar 87

to Date—Mar Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987). The notes and references use small

19-21, 1987). The notes and references use small dot matrix print.

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Pice - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, \*Computer Uses in Education, \*Futures (of Society), Higher Education, \*Literacy, Revision (Written Composition), \*Word Processing, \*Writing Processes Computerized writing (the digitized word) may affect the utility and meaning of reading and writing in coming generations. The digitized word posen on threat to the technology of literacy; it merely entrenches literacy further into Western culture by making certain operations faster, easier, repeatable, trenches interacy nurther into Western culture by making certain operations faster, easier, repeatable, etc. One significant, positive by-product of the digi-tized word among students is its implicit encourage-ment toward collaboration among peers and with the instructor. Use of the digitized word facilitates the instructor. Use of the digitized word facilitates composing, retrieving, recombining, and revising ideas and form, making transcription the least arduous part of the writing task. The videotest created by the digitized word is fluid, interactive, and "soft," thereby creating new metaphors for the process of thinking and composing. While the digitized word actually enhances and enlarges the technology of literacy, it challenges the authority of texts and traditional Western textuality as the dominant noetic in composition classrooms. In the best scenario, digitized writing will democratize knowledge and free writers to discover, understand, and reveal their organized writing will democratize knowledge and free writers to discover, understand, and reveal their worlds to themselves and others. However, society still needs wise men and women whose literacy con-nects them with the orality of the past and brings their present experience to the textuality of the fu-ture. (AEW)

ED 280 036

Cypert, Rick Memory: A Step toward Invention. Pub Date—Mar 87

Note—14p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

CS 210 342

and Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—\*Cognitive Processes, \*Eidetic Imagery, Freshman Composition, Higher Education, \*Memory, \*Rhetorical Invention, Writing Improvement, \*Writing Instruction, Writing Processes, Writing Research

Freshman composition students were given six assignments designed to help them examine, analyze, and put their memories to begin exploring and creating their own "truths" through language. Two essential types of memory were identified: (1) natural memory, memorizing word for word, which led to the sort of narrative account that the first-semester freshmen tended to write; and (2) artificial memory, which involved memorizing notions and images, then organizing them into cognitive schemata, thus encouraging more analytical writing. These two forms of memory proved interdependent, and the students needed to be aware of that. Effective writers used both forms of memory y cataloguing personal images with the one and analyzing, separating, and schematizing them with the other. Memory retrieval emerged as a crucial part of the process and appeared to be strongly related to stylistic production. Image retrieval seemed the other. Memory retrieval emerged as a crucial part of the process and appeared to be strongly related to stylistic production. Image retrieval seemed to be based not only on writers' knowledge of their ownership of the two types of memory and their ability to store both image and words, but also ultimately on their ability to transform the image into language. Style was stressed as an agent and inducer of memory, and students were encouraged to regard memory as an essential part of the inventive process. (Descriptions of six writing assignments are attached.) (AEW)

ED 280 037 CS 210 344

Classroom Publishing, PEN 60.
Primary English Teaching Association, Rozelle (Australia). Pub Date-86

Note—5p.

Note—1 Cit—Primary English Notes (PEN); n60

Notes—5p.
Journal Cit—Primary English Notes (PEN); n60
1986
Pub Type— Guides - Classroom - Teacher (052) —
Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Elementary
Education, Illustrations, \*Layout (Publications),
Student Developed Materials, Student Motivation, \*Student Projects, Teacher Role, Writing
Exercises, \*Writing for Publication, \*Writing Instruction, \*Writing Processes, Writing Skills
Identifiers—Collaborative Learning
Designed for elementary school teachers, this
publication treats various aspects of publishing
young student-authors' writing. Activities are as follows: (1) proofreading (children should proofread
first by themselves); (2) pagination (let children decide how to break up the text); (3) placement of text
(on alternate pages, for example, or perhaps a more
experimental layout for older children); (4) hand
lettering (encouraging youngsters to hand letter the
texts gives them a real reason for developing attractive handwriting); (5) illustrations (artwork can be
trawings, collage, or photographs), (6) dedication
and information about the author (professionally
published books can serve as models); (7) cover
(should invite attention-try to coordinate text
theme and design colors with the cover); (8) publishing equipment (several classrooms could share
equipment and drawing implements to cut costa);
(9) postpublishing (a book launching can be held
with parents and friends invited to the classroom);
(10) publication schedule (the first book could be
published quickly and after that the process might
become more selective); and (11) publication of big
books (a cooperative class effort where the texts
begin as wall stories with the teacher acting as
scribe). The document points out that children
should be involved at all stages of publication.
NKA)

ED 280 038 CS 210 345

ED 280 058 CS 210 345 Wignell, Edel, Comp. Inviting Authors and Illustrators. PEN 59. Primary English Teaching Association, Rozelle (Australia).

Pub Date-86

Note-7p.

Journal Cit-Primary English Notes (PEN); n59

1986
Pub Type— Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*Authors, \* Childrens Literature,
 \*Class Activities, Elementary Education, Foreign
Countries, Program Development, \*School Activities, School Involvement, Writing Instruction
Identifiera—Artists in Schools Programs, Australia,
Book Talks, \*Illustrators, Visitors, \*Writers in
Schools Programs

Book Talks, \*Illustrators, Visitors, \*Writers in Schools Programs
A compendium of practical information about Australia's Writers/Illustrators in Schools programs, this booklet, compiled in consultation with authors, illustrators, and organizers, strives to smooth the way for both visitors and schools in the challenge of helping children to enjoy books and writing. Pertinent quotes from authors and artists who have participated in such programs are interspersed among the various sections and clarify the different headings. The chief tenet of the booklet is that organization and communication are the keys to a successful visit. In the first sections, aims and invitations are discussed, followed by finance and invitations are discussed. expanded segment is devoted to organizing a big expanded segment is devoted to organizing a big event-for example, a writers' week at a library rather than at a school would need early planning-and an itemized list of helpful ideas is provided. A section on a children's writing camp or workshop advises that the organization of a culminating activity (a cooperatively produced book or recordings on tape) provides a tangible record for each child and the guest writer. The booklet closes with writers' thoughts on the teaching of writing and suggestions about children's letters to favorite authors. (References for adults and for children are

ED 280 039 CS 210 347

Olson, Betty Levy, Tedd
The Noblest of Thoughts: Literature and American connecticut Humanities Council, the State Committee of the National Endowment for the Hu-

Pub Date-87

Pub Date—87
Note—99p.
Pub Type— Opinion Papers (120) — Collected
Works - General (020)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—Authors, Characterization, Colonial
History (United States), "Humanities Instruction,
Imagery, Land Settlement, "Literary Criticism,
Literary Devices, Literary History, "Literature,
Appreciation, Nineteenth Century Literature,
Novels, Poetry, Secondary Education, Seventeenthy Century Literature, "United States History, "United States Literature (United States History, "United States Literature (United States History, "United States Literature, Dickinson
(Emily), Huckleberry Finn, Melville (Herman),
Moby Dick, "New England, Stowe (Harriet
Beecher), Thoreau (Henry David), Tom Sawyer,
Transcendentalism, Twain (Mark), Uncle Toms
Cabin, Walden
Drawing on the literary heritage of New England,

Transcendentalism, Twain (Mark), Uncle Toms Cabin, Walden
Drawing on the literary heritage of New England, this collection of articles highlights the works of six different authors spanning the early English settlements to the post-Civil War period. Originally presented at six seminars for teachers and designed to feature humanities in Connecticut schools, the articles and their authors are as follows: (1) "William Bradford's 'Plymouth Plantation': Puritans, Indians and the Wilderness" (Lawrence J. Kazura); (2) "Walden' and Civil Disobedience" (David Curtis); (3) "Ishmael, Ahab, and the White Whale" from Herman Melville's "Moby Dick" (Leonard Engel); (4) "Harriet Beecher Stowe: 'Uncle Tom's Cabin': A Reconsideration for Our Time" (Jordon Pecile); (5) "Privileged and Imperiled Youth: Huck Finn and Mark Twain Resist Adulthood" (Thomas Grant); and (6) "Emily Dickinson: Implications of Time and Place" (Judith Davis Miller). (Most of the articles include bibliographies. A list of related classroom activities and a resource inventory are appended.) (NKA)

ED 280 040 CS 210 348

ED 280 040

Hays, Janice N. And Others
The Effects of Friendly and Adversarial Audiences upon the Argumentative Writing of a Group of High School Seniors and College Students: A Developmental Perspective.
Pub Date—87
Note—799.
Pub Type—Reports - Research (143)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—Audience Analysis, College Students, Demography, Higher Education, High Schools, Aligh School Seniors, Holistic Evaluation, "Intellectual Development, "Persuasive Discourse, Writing Isvaluation, "Writing Instruction, "Writing Research, Writing Skill Identifiers—Audience Awareness
A study analyzed argumentative essays written to

ing Research, Writing Skills
Identifiers—Audience Awareness
A study analyzed argumentative essays written to both friendly and hostile audiences by 12 high school seniors, 24 college freshmen, and 16 college juniors and seniors. The high school students were randomly selected from college-bound English classes that had stressed reading and writing about literature but had also included some work in expository writing. Writing samples were gathered near the end of the academic year, and thus the high school students writing abilities were largely those they would carry into college. College students were selected from various disciplines and class levels. All subjects wrote argumentative papers on two separate occasions, one paper for a "friendly" audience and one for a "hostile" audience. After holistic rating, the papers were analyzed for degree and kind of audience activity and for the writer's level of intellectual development. Hostile-audience papers were also coded for their rhetorical bases of justification of argument. Results showed that level of intellectual development was a more significant predictor of holistic scores han demographic variables. Significant relationships between writers' audience activity, holistic scores, and levels of intellectual development were found. Four hostile-audience variables—audience strategy and response and the dogmatic and logical bases of argument-predicted significantly for scores and yielded similar results to those obtained when level of intellectual develop-

ment was considered in the regression. The hostile audience papers evoked the most audience activity, both positive and negative, especially dialectical ac-tivity. (Nine pages of references as well as statistical tables and figures are provided. The appendixes consist of student instructions for the two writing assignments and an audience coding scheme.) (FL)

ED 280 041

Kibail, Brunette A.

As Annotated Bibliography of the Literature Dealing with the Methods of Teaching Spelling in the Elementary School.

Pub Date—Apr 86

Note—40p.; Exit Project, Indiana University at South Bend.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070) — Dissertations/Theses - Undetermined (040)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Development, Elementary Education, \*Error Analysis (Language), \*Learning Strategies, Phoneme Grapheme Correspondence, Phonics, Program Evaluation, Spelling, \*Spelling Instruction, \*Teaching Methods, Writing Processes, \*Writing Research

gram Evaluation, Spelling, "Spelling Instruction, "Teaching Methods, Writing Processes, "Writing Research
Focusing on spelling as an integral part of the writing process, this annotated bibliography addresses the problem of developing individualized, focused, and relevant methods for teaching spelling to elementary students. The annotations are organized around two specific questions: What strategies do children use to spell words and what instructional approaches do these tactics suggest? and, What are the teaching strategies and characteristics of an effective spelling program? Among the findings summarized with regard to the first question is the observation that children use both phonemic principles and visual memory of whole words to judge the correctness of their spelling. The studies reviewed also indicated that teachers use error pattern analysis to diagnose individual patterns and create instructional approaches based on phoneme-grapheme correspondence and sequential development. Among the findings summarized with regard to the second question are that much of the content of elementary instruction is unjustly based on commercial spelling textbooks, and that spelling instruction programs should be expanded by teaching skills in problem solving, self-correction, spelling astirum, proofreading, and dictionary usage. A glossary of relevant terms is included. (Thirty-seven citations are provided in the concluding bibliography.) (JD) phy.) (JD)

CS 210 350 ED 280 042 Lindemann, Erika

Lindemann, Erka Longman Bibliography of Composition and Rheto-ric, 1984-1985. Longman Series in College Com-position and Communication. Report No.—ISBN-0-582-28376-0 Pub Date—87

Pub Date—87

Note—318p.

Available from—Longman Inc., 95 Church St.,
White Plains, NY 10601 (\$45.00).

Pub Type— Reference Materials - Bibliographies

(131)

Occupant Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, "English Curriculum, Higher Education, "Instructional Materials, Integrated Activities, Language Skills, Literature, Measurement Techniques, "Retoric, "Teacher Education, Teacher Role, Teaching Methods, Textbooks, Theory Practice Relationship, Vocabulary Development, "Writing Evaluation, "Writing Instruction
Part of an annual series offering teachers and re-

ing Instruction
Part of an annual series offering teachers and researchers a list of scholarly writing on English and
its teaching, this volume cites over 3,800 titles
drawn from publishers, periodicals, Dissertation
Abstracts International, and the ERIC database.
The volume lists each work once, annotates all cita-The volume lists each work once, annotates all citations, provides cross references when appropriate, and indexes all authors and editors. The titles are organized into the following categories: (1) bibliographies and checklists; (2) theory and research; (3) teacher education, administration, and social rules; (4) curriculum; (5) textbooks and instructional unsterials; and (6) testing, measurement, and evaluations. tion. (FL)

CS 210 354 rade 12 Diploma Examination, English 30. Part A: Written Response. 1987 Edition.

Alberta Dept. of Education, Edmonton

Alberts Dept. of Education, Edmonton.
Pub Date—Jan 87
Note—19p.; For related documents, see CS 210
355-359; for the 1985 and 1986 editions, see ED
263 369-581 and ED 272 903-909, respectively.
Pub Type—Tests/Questionnaires (160)
EDRS Price - MFOL/PCO1 Plus Pestage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries,
Orade 12, High Schools, "Literature Appreciation, Reading Skills, Reading Tests, Student Evaluation, "Reading Skills, Reading Tests, Student Evaluation, "Writing Skills (Hentifiers—Alberta, English Examinations Intended for students taking the Orade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings to which the student must write a personal response, and (3) a major assignment requiring stu-

ings to which the student must write a personal response, and (3) a major assignment requiring stu-dents to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet con-tains space for planning and drafting the composi-tions, as well as for writing the revised work. (JD)

tams space for planning and drafting the compositions, as well as for writing the revised work. (JD)

ED 280 044

CS 210 355
Grade 12 Diploms Examination, English 30, Part
B: Resding (Maitiple Choice). Readings Booklet. 1987 Edition.
Alberta Dept. of Education, Edmonton.

Pub Date—Jan 87
Note—23p.; For related documents, see CS 210
354-359; for the 1985 and 1986 editions, see ED
263 359-581 and ED 272 903-909, respectively.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries,
Grade 12, High Schools, "Literature Appreciation, Multiple Choice Tests, Reader Response,
"Reading Comprehension," Reading Stills, Reading Tests, Student Evaluation, Test Items
Identifiers—Alberta, "English Examinations
Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with a questions
booklet) includes the following 10 short selections alaxen from fiction, nonfiction, poetry, and drama:
"Parents as People (with Children)" (Ellen Goodman); "Everybody Knows about the Arctic" (Alice
Munro); an excerpt from "Ther Red Dress" (Alice
Munro); an excerpt from "Ther Red Dress" (Alice
Munro); an excerpt from "The Red Dress" (Alice
Munro); an excerpt from "The Red Dress" (Alice
Munro); an excerpt from "The Red Dress" (Willard
Gaylin); "The Sun Herre" (Walter Bauer); an excerpt from "We Have the Awful Knowledge to
Make Exact Copies of Human Beings" (Willard
Gaylin); "The Tally Stick" (Jarold Ramsey); "Mayher" (W. Somerset Maugham); and "On Seeing"
(Annie Dillard). (JD)

ED 280 045 CS 210 356 Grade 12 Diploma Examination, English 30, Part B: Reading (Multiple Choice). Questions Book-let. 1987 Edition.

let. 1987 Edition.
Alberts Dept. of Education, Edmonton.
Pub Date—Jan 87
Note—22p.; For related documents, see CS 210
354-359; for the 1985 and 1986 editions, see ED
263 569-581 and ED 272 903-909, respectively.

334-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively. Pub Type— Tests/Questionnaires (160) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, "Literature Appreciation, Multiple Choice Tests, Reader Response, "Reading Comprehension, "Reading Skills, Reading Tests, Student Evaluation, Test Items Identifiers—Alberts, English Examinations Intended for students taking the Grade 12 Diploma Examinations in English 30 in Alberta, Canada, this questions booklet contains 80 multiple choice test items based on the ten selections in the readings booklet. The questions examine the students' skills in (1) understanding meanings, (2) recalling materials read, (3) understanding and interpreting the relationships between form and content, and (4) understanding and interpreting human experience and values as expressed through literature. (JD)

CS 210 357 Grade 12 Diploma Examination, English 33, Part A: Written Response, 1987 Edition.

Alberts Dept. of Education, Edmonton.
Pub Date—Jan 87
Note—19p.; For related documents, see CS 210
354-359; for the 1985 and 1986 editions, see ED
263 569-581 and ED 272 903-909, respectively.

263 569-581 and ED 272 903-909, respectively. Pub Type—Tests/Questionnaires (160) EDRS Price - MF0L/PO1 Plus Postage.
Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Orade 12, High Schools, "Literature Appreciation, Multiple Choice Tests, Pictorial Stimuli, Reader Response, "Reading Comprehension, "Reading Skills, Reading Tests, Student Evaluation, "Writing Skills (Composition), Writing Evaluation, "Writing Skills (Hentiflers—Alberta, "English Examinations Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this test on writing contains general instructions and the following three writing tasks: (1) a personal response to an aspect of literature, 20 functional writing requiring a written response within a given situation or context, and (3) a response to visual communication requiring students within a given situation of context, and (3) a re-sponse to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (JD)

Grade 12 Dipioma Examination, English 33, Part B. Reading (Multiple Choice), Readings Book-let. 1987 Edition.

let. 1987 Edition.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 87
Note—28p.; For related documents, see CS 210
354-359; for the 1985 and 1986 editions, see ED
263 569-581 and ED 272 903-909, respectively.

263 569-581 and ED 272 903-909, respectively. Pub Type—Tests/Questionnaires (160) EDRS Pice - MF01/F02 Plus Postage. Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, Reader Response, \*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items Identifiers—Alberts, \*English Examinations Intended for students taking Grade 12 Diploma Examinations in English 31 in Alberts, Canada, this reading test is designed to be administered with a questions booklet. The following short selections taken from fiction, nonfiction, poetry, drama, and day-to-day functional materials are included: (1) interpreter\* (Gary Hyland); (2) an excerpt from day-to-day functional materials are included: (1)
"interpreter" (Gary Hyland); (2) an excerpt from
"Sibir" (Farley Mowa); (3) "Indian Fighter" (Richard Erno); (4) an excerpt from "The Caucasian
Chalk Circle" (Bertoit Brecht); (5) several materials
which the student is required to evaluate, including
a journal entry, an instructor's reply, an excerpt
from a textbook, a pamphlet, an excerpt from "The
Professional Photographer's Journal," a letter to the
editor, a time table, and a list of social activities; (6)
a student's composition in first draft form; (7) "The
Dumb Look" (Dorothy O'Connell); (8) "Incident of
the Coast" (Wilbert Snow); and (9) "How I Learned
to Make Bread" (as reported to Barry Broadfoot).
(JD)

rade 12 Diploma Examination, English 33, Part B: Reading (Multiple Choice), Questions Book-let. 1987 Edition. ED 280 048 Grade 12 Diple

rta Dept. of Education, Edmonton.

Pub Date—Jan 87 Note—Zup.; For related documents, see CS 210 354-358; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.

263 369-581 and ED 272 903-909, respectively. Pub Type—Tests/Questionnaires (160) EDRS Pice - MP01/P01 Plus Postage. Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 12, High Schools, \*Literature Appreciation, Multiple Choice Tests, \*Reading Comprehension, \*Reading Skills, Reading Tests, Student Evaluation, Test Items Identifiers—Alberta, \*English Examinations Intended for students taking Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test contains 70 multiple choice test items related to the 9 selections in the reading booklet. The questions examine students' skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting the relationships between form and content, (4) understanding and interpreting the relationships between form and content, (4) understanding and interpreting the relationships between form and content, (4) understanding and interpreting the relationships between form and content, (4) understanding and interpreting the relationships between form and content, (5) understanding and interpreting the relationships between form and content, (6) understanding and interpreting the relationships between form and content, (6) understanding and interpreting the relationships between form and content, (7) understanding and interpreting the relationships between form and content, (7) understanding and interpreting the relationships between form and content, (7) understanding and interpreting the relationships between form and content, (7) understanding and interpreting the relationships between form and content, (8) understanding and interpreting the relationships between form and content, (8) understanding and interpreting the relationships between form and content, (8) understanding and interpreting the relationships between form and content, (8) understanding and interpreting the relationships between form and content, (8) understandin

pose. (JD)

CS 210 360 ED 280 049 CS 210 360 Grade 9 English Language Arts, Student Achieve-ment Testing Program, 1985-86 School Year. Alberta Dept. of Education, Edmonton. Pub Date—Sep 85 Note—S2p.; For the 1986 tests, see ED 272 910-912.

Note—52p.; For the 1986 tests, see ED 272 910-912.

Pub Type—Test/Questionnaires (160) — Guides - Non-Classroom (055)

- Non-Classroom (055)

- Burs Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, Grade 9, High Schools, Multiple Choice Tests, Reading Comprehension, \*Reading Skills, \*Reading Comprehension, \*Resting Skills, \*Reading Comprehension, \*Resting Skills - Reading Skills - R (composition) of the exam shows it to consist of a writing assignment directed to a specific audience and related to source material provided in the test booklet. A sample assignment for classroom use is also included, illustrating the kind of source material and written assignments that will appear on the exam. Scoring guides are included. A blueprint of Part B of the exam, showing it to consist of 65 multiple-choice questions based on reading selections (contained in a separate booklet) from fiction, nonfiction, and poetry, is followed by 24 sample questions. These questions illustrate the nature and complexity of questions that appear on the exam. complexity of questions that appear on the exam. An answer key and question information are included. (JD)

CS 210 361 English 33 Achievement Test, Summary Report. Alberta Dept. of Education, Edmonton. Pub Date—Nov 82

Note-9p.

Pub Date—Nov 82

Note—9p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Achievement, Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, High Schools, Multiple Choice Tests, Reader Response, "Reading Achievement, Reading Comprehension, "Reading Skills, Reading Tests, Scores, "Scoring, Student Evaluation, Test Items, "Writing Evaluation, "Writing Skills Identifiers—Alberta, "English Examinations
The provincial results of the English 33 Achievement Test administered June 8, 1982, as part of the Student Achievement Testing Program of Alberta Education are presented in this report. Following a list of the requirements of Part A (written expression), the first section describes the categories used to assess total expression and the scoring measures employed to evaluate four aspects of writing: thought and detail, organization, matters of choice, and matters of convention (grammar and formst). A summary of the distribution for each assessment indicates that most papers were considered "limited" in both total expression and aspect categories. The second section describes the subsections of Part B (reading—multiple choice): (1) meanings; (2) techniques, structures, and forms; and (3) presentation of character. It also includes a sample reading pasage and test items. The average scores for each subsection and for the whole of Part B are presof character. It also includes a sample reading pas-sage and test items. The average scores for each subsection and for the whole of Part B are pres-ented, indicating that students performed an aver-age of 44% overall. A list of distribution sites and an address to which teachers may write for further in-formation and additional copies of the exam are included. (JD)

Manning, Maryann And Others A Study of the Contents of First Graders' Journals. Pub Date—Nov 86

Note—17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphia, TN, November 19-21, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PO1 Plus Postage.
Descriptora—\*Child Development, \*Creative Development, Creative Writing, Grade 1, Primary Education, Writing Readiness, \*Writing Instruction, \*Writing Readiness, \*Writing Instruction, \*Writing Research, Young Children
Identifiers—\*Journal Writing
What first graders chose to put in their journals when given no direct suggestions for topics was studied during the 1985-86 school year in a suburban Birmingham, Alabams, classroom. Journal writing was achedued for 30 minutes daily throughout the school year, but not all children chose to write every day. At the end of the year, all of the journal entries for the 20 children in the class were studied and placed into ten categories: (1) pictures only, (2) acribble and/or random letters, (3) labels or descriptions of pictures, (4) lists, (5) copies of texts, (6) retelling of texts, (7) personal content, (8) imaginative content, (9) informational content, and (10) other written forms such as puzzles. Regardless of the children's writing levels, all were confident of their writing abilities. They varied in capability and in selection of topics, though some common writing behaviors were noted. Informational content accounted for 28.4% of journal entries, personal experiences for 36.6%, and information about holidays at a consistent level, but researchers interpreted the variance as part of normal writing development. The children enjoyed journal writing and gained confidence in their writing ability during the year. (Tables and writing samples are included.) (AEW)

CS 210 363

Allen, Michael S.
"Flahing" on the "Wooster Review": A Look at a
Student Interpretive Community.
Pub Date—Mar 87
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).

Pub Type - Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Editors, Higher Education, "Literary Criticism, Literary Genres, "Periodicals, Poetry, Short Stories, "Student Publications, Undergraduate Students, "Writing Evaluation, Writing for Publication, Undergraduate Students, Worting Evaluation, Identifiers—"Literary Magazines, Wooster Review (Obio)

Identifiers—"Literary Magazines, Wooster Review (Ohio)
The "Wooster Review," a national literary magazine staffed by undergraduates, began in 1983 as an experiment in student publishing. A naturally formed interpretive community emerged as the "Review" developed: as students read, they noticed weaknesses or thought of other options the writer could have chosen; as they discussed, they began to argue their different readings and reveal widely different tastes and interpretations. Conscious of their own struggles with writing poetry and fiction, the student-editors, without direction or intervention, developed an interpretation interpretation of the student-editors, without direction or intervention, developed an interpretive community very much student-editors, without direction or intervention, developed an interpretive community very much like that outlined by Stanley Fish in "Is There a Text in This Class" The editorial decision-making process followed a pattern: (1) opening evaluations (a survey of opinions), (2) a move toward consensus, (3) reevaluation, and (4) decision (reached by the group, either by consensus or by vote). What was at stake in the decision-making process was not only an evaluation of a manuscript, but also the group's own sense of authority. The conflict between differing interpretations caused students to reconsider, to reevaluate their own readings, and introduced a sense of tentativeness into the acts of reading and interpreting on an individual level and in the group's sense of itself as a collective editor. (A partial transcript of the process of the consideration of the process of the consideration of the process of the process of the consideration of the process of the proces sense of itself as a collective editor. (A partial transcript from a "Wooster Review" meeting is inscript from a "'cluded.) (AEW)

ED 280 053 CS 210 364 King, Beverly J.

The Storytellers Are Here: Using the EXCEL
Approach to Involving Children in Literature.

Pub Date—[86]

Pub Date—[80]
Note—18b;
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— \*Childrens Literature, Elementary
Education, Literature Appreciation, \*Reader
Text Relationship, \*Reading Aloud to Others,
Reading Instruction, Reading Programs, \*Read-

ing Strategies, "Story Telling
Identifiers—"Reading Motivation
The use of children's literature in the classroom
can greatly enhance the ore curriculum by supporting children's cognition, language, personality, social, aesthetic, and creative development.
Preservice teachers often have difficulty conceptual. alizing a style of literature presentation that will provide optimum learning-stimulation, however, and the EXCEL (Expanding Children's Experiprovide opinum tearning-stimulation, nowever, and the EXCEL (Expanding Children's Experiences through Literature) approach was conceived in response to this need. This three-pronged approach is aimed at drawing upon and expanding children's experiences, increasing students' interactions with oral and written language, and developing students' interests in literature while actively engaging them in literature experiences. The steps involved in EXCEL are (1) a prereading activity; (2) the reading, telling, or dramatization of a story; and (3) a postreading activity. EXCEL has proven very effective with children from preschool age through sixth grade and with normal as well as exceptional and multicultural populations. If children are to discover the joy of involvement in the world of book, it is important to make maximal use of their literature experiences. Only after finding excitement in books can children be expected to become more than nominally involved in reading. (AEW)

ED 280 054 Maxwell, John C. The Time Has Co

CS 210 365

National Council of Teachers of English, Urbana,

Pub Date—Apr 87
Note—3p.; SLATE (Support for the Learning and
Teaching of English) Starter Sheet, a publication
of the NCTE/SLATE Steering Committee on So-

of the NCTE/SLATE Steering Committee on Social and Political Concerns.
Pub Type—Opinion Papers (120)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—Classroom Environment, \*Class Size, Elementary Secondary Education, \*Faculty Workload, Teaching Conditions, \*Teaching Methods, Writing Difficulties, \*Writing Improvement, \*Writing Instruction Identifiers—National Assessment of Educational Progress, National Council of Teachers of English The report by the National Assessment of Educational Progress entitled "Poor Writing Performance Blamed on Scant Writing Practice" makes it clear that little progress has been made in the improvement of students' writing. This is true in part because the conditions for teaching writing are unsatisfatory. The time has come to undertake a major series of efforts to alter public and administrative attitudes on the matter of class size, teacher major series of errors to atter public and auministra-tive attitudes on the matter of class size, teacher load, and other circumstances that have negative effects on the teaching of writing. The headquarters staff at the National Council of Teachers of English, in cooperation with its Standing Committee on Af-filiates have developed materials. So leaves filiates, has been developing materials to launch public relations efforts on issues that affect the teaching of English. Research shows a need for mile teaching of English. Research shows a need for radical reduction in class size and radically different methods of instruction. Professionals in the field of English need to speak out loudly on the issues of class size, workload, and the general conditions for teaching writing. (SRT)

CS 210 367

Langston, M. Diane Invention Aids for Computer-Based Writing: Ex-panding the Horizons through Collaborative In-

Pub Date-20 Mar 87

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).

Pub Type— Information Analyses (070) — Guides
- Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
\*Computer Software, Cooperation, Elementary
Secondary Education, Heuristics, \*Rhetorical Invention, \*Writing Instruction, \*Writing Processes, \*Writing Research
Identifiers—\*Computer Invention Tools

cesses, "Writing Research Identifiers—"Computer Invention Tools "Cognoter(tm)" and "CB" software, two new computer-based writing tools that rely on shared texts and real-time communication among participants and support collaborative invention, have implications for invention pedagogy and research. Cognoter improves on current invention aids by combining a brainstorming tool, a graphical linking

tool, and an outlining tool. An aid designed for use by groups to further the collaborative development of presentations, Cognoter can also suggest new heuristics that might become the basis for invention aids. While not explicitly oriented to supporting inventional activities, CB software essentially allows users to send each other messages in real time via a network. CB's social, conversation-based approach offers several potential benefits for invention pedagy; (1) it provides a naturalistic setting for introducing formalized heuristics; (2) with the teachers online, the use of more advanced techniques can be demonstrated in context; and (3) new heuristics could grow out of online conversations. Collaborative tools such as Cognoter and CB may make inventional activities more explicit, and may also reveal that the inventional behavior of groups is different from that of an individual. However, researchers must be careful in interpreting the large body of data generated by these collaborative invention tools. (JD)

CS 210 369

ED 280 056 CS 210 36
Anderson, W. Sieve
Designing an Applied Writing M.A. within a
Traditional English Department.
Pub Date—Mar 87
Nota—12a, Peners presented at the Annual Mar-

Note—12p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Expository Writing, Graduate Study, Higher Education, Linguistic Theory, "Masters Programs, Program Content, "Program Development, "Technical Writing, "Writing Instruction"

struction
Identifiers—Composition Theory, Rhetorical Theory, University of Arkansas Little Rock
A Master of Arts in Technical and Expository
Writing program has been implemented in the English department at the University of Arkansas at
Little Rock. Designed to make future teachers and
technical writers into better writers, the program
lives them a larger view of the writing process in technical writers into better writers, the program gives them a larger view of the writing process in which they are participating. Three required courses make up the core of the program: composition theory, rhetorical theory, and linguistic theory. The applied section of the program contains an expository option for candidates with an interest in theory and a general application of writing skills and a technical option for students who wish to train specifically as technical, business, and government writers. The third component of the program is a final project, either a conventional thesis, an applied project, or an internship with portfolio. A cognate of up to nine hours taken in other departments comprises the fourth component. The program is successful in that it can be done well within a conventional English department. (SRT)

ED 280 057

CS 210 370

Enos, Theresa Scholarly Editing: Creating and Shaping Commu-

nities. Pub Date—Mar 87

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Editing, "Editors, Faculty Publishing, Resource Materials, Rhetoric, "Rhetorical Criticism, "Scholarly Journals, Writing for Publishing.

Identifiers—\*Composition Studies, Rhetorical Community, Rhetoric Review (Journal), Schol-

Community, Rhetoric Review (Journat), Scnorarly Writing
"Rhetoric Review" (\*RR") was founded in 1982
as an umbrella journal in composition studies with
rhetoric, the most inclusive discipline in the humanities, at its center. Being editor of such a journal
requires a working knowledge of production, layout,
and c. ".r., besides handling other routine duties
like correspondence and reading manuscripts. The
editor also sets and maintains the journal's tone,
being careful not to let his or her personal voice
become prominent. "RR" owes much of its success
to its editorial board and referees-each article goes
through at least five readers before it is published, through at least five readers before it is published, and each author receives a personal letter from the

editor if his or her manuscript is accepted or rejected. As a reader's rather than an editor's publication, "RR" does not encourage articles that are (1) encyclopedia rewrites, (2) superficial approaches to a subject, (3) obvious topics, (4) answering questions no one is asking, (5) banal in "voice," and (6) research reports rather than articles based on research. Although "RR" has avoided being formulaic, it seems to reflect the tone of composition studies more than any other composition journal, probably because each issue includes a variety of articles with various voices, while retaining the language of the humanities. Each issue of a journal like "RR" is an unanticipated community where writers meet one another and their readers. (NKA)

CS 210 371

Perdue, Virginia
Confidence vs. Authority: Visions of the Writer in
Rhetorical Theory.
Pub Date—Mar 87
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (38th, Atlanta, GA, March

and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestags.
Descriptors—Audiences, Classroom Environment, Educational Practices, Preshman Composition, Higher Education, Rhetorical Invention, Student Attitudes, Student Role, Student Writing Models, Teacher Role, "Teacher Student Relationship, Teaching Methods, Textbook Content, "Theory Practice Relationship, Writing Apprehension, Writing Evaluation, "Writing Instruction," Writing Processes
Identifiers—"Audience Awareness, "Rhetorical Theory

Theory
By building up the confidence of student writers,
writing teachers hope to reduce the hostility and
anxiety so often found in authoritarian introductory

Broad agriculture of the confidence of the confid writing teachers hope to reduce the hostility and anxiety so often found in authoritarian introductory college composition classes. Process oriented writing theory implicitly defines confidence as a wholly personal quality resulting from students' discovery that they do have "something to say" to readers. However, the social dimension of the writing act is lost in such a formulation. The text's authority desives from the writer's imagination, but it does not hold true for student writers in writing classrooms, with the word, a relationship that gives them access to and influence with an audience. But this does not hold true for student writers in writing classrooms, where students consider the teacher the owner of their writing. Writing teachers wish the students to be creative but within the limits of a specified writing assignment, due date, and topic. The current crop of writing textbooks adds to the conflict by either glorifying the ability to write or by reducing it to a physical skill anyone can learn (like sking). Peer group revision, journal writing, portfolios of student writing samples, and revision after turning in the paper are all methods that build personal confidence and social authority—all help dilute the concentration of authority in the teacher and give students a stake in what goes on both in the classroom and in their own writing. (NKA)

ED 280 059

CS 210 372

Walzer, Arthur E. Lloyd Bitzer's "Rhetorical Situation" and the "Exigencies" of Academic Discourse. Pub Date—Mar 87

of the Conference on College Composition and Communication (38th, Atlanta, GA, March Ommunication (38th, Atlanta, OA, March 19-21, 1987). Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Discourse Analysis, Essays, Freshman Composition, Higher Education, Intellectual Disciplines, \*Rhetoric, \*Rhetorical Invention, \*Speech Communication, \*Writing In-

struction
Identifers—Academic Community, "Academic Discourse, Audience Awareness, "Bitzer (Lloyd), Rhetorical Stance, Scholarly Writing Academic discourse, which takes its definitive characteristics from the papers written by professors to those in a particular discipline for the purpose of solving problems or furthering knowledge, is sustained by disciplinary rhetorical exigencies that prompt, shape, and convene an audience for such writing. The phrase "rhetorical exigency" was first used by Lloyd Bitzer in his essay "The Rhetorical

Situation," but he defined it too narrowly to account for academic discourse. Bitzer's effort to limit rhetorical discourse and distinguish it from other types requires an exigency" of such objective and intrinsic power that its practical, classroom use as a theoretical concept is severely compromised: his examples are all crisis situations, such as the bombing of Pearl Harbor or the fall of Nikita Khrushchev. ing of Pearl Harbor or the fall of Nikita Khrushchev. He also addresses a second exigency experienced by retoriciass in speech communication: the need to establish a perspective for rhetorical criticism as distinct from other types, notably literary criticism. Rhetorical exigency as applied to freshman composition is problematic, but perhaps the need for doubt (about conventional wisdom, for example) is one instance of master exigency that could introduce writing students to membership in the academic community. (NKA)

ED 280 060

CS 210 374

KD 280 tour Smyc. Randy Style and Usage Software: Mentor, not Judge. Pub Date—19 Mar 87 Note—15p; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

and communication (38th, Atlanta, OA, March 19-21, 1987). Pub Type— Opinion Papers (120) — Reports -Evainative (142) — Speeches/Meeting Papers (150)

Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—"Computer Assisted Instruction, "Computer Software, Computer Software, Computer Software, Computer Software, Computer Software, Computer Software, Computer Software, Writing Improvement, "Writing Instruction, "Writing Improvement, "Writing Instruction, "Writing Processes
Computer software style and usage checkers can encourage students" recursive revision strategies. For example, HOMER is based on the revision pedagogy presented in Richard Lanham's "Revising Prose," while Grammatik II focuses on readability, passive voice, and possibly misued words or phrases. Writer's Workbeach "Style" (a UNIX program) provides information on sentence type, word primates. Writes information on sentence type, word usage, and percentages for sentence beginnings. However, most programs share the same weaknesses: a linear and judgmental composition philosophy and an inappropriate revision model. A combination of Writer's Workbench and Emacs (a Microsoft 'word' 'type of environment that has allowed for creation of a word processor through flexible use of the VT220 keyboard) results in a technology that encourages style and usage revision at any stage of the student's composing process. For example, a student can view simultaneously the text being edited and a Writer's Workbench text analysis. This program can also be used as an instructional tool by writing a script with blank spaces for inserting variables taken from the program's statistical text analysis. The resulting feedback, specific to the assignment's rhetorical mode of an assignment and combined with the computer software technology, encourages both deep structure and surface feature revisions. (SRT) gram) provides information on sentence type, word

ED 280 061

CS 210 376

ED 280 061

CS 210 376

Dungey, Joan M.

Pairy Tales and Fantasy: Bridges to Literature-Using Fairy Tales and Fantasy to Motivate the Reluctant Reader.

Pub Date—Mar 87

Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—"Childrens Literature, "Creative Teaching. Elementary Secondary Education, "Fantasy, Figurative Language, Imagination, Literature Appreciation, Maps Kills, Mass Media, "Student Motivation, "Teaching Methods Identifiers—Disney (Walt), "Fairy Tales, Fantasy Reality Dichotomy, Fantasy Theme Analysis, Instructional Models, Reading Motivation, Wizard of Oz.

of Oz

of Oz
Designed to give children a sense of the cultural
heritage that fairy tales represent, this instructional
unit was originally developed to motivate
eighth-grade low-level readers and was later
adapted for English as a second language classes and
for a variety of elementary and secondary school
learning levels. Objectives of the unit are to help

students (1) develop listening skills by hearing fairy tales and doing various assignments, (2) enjoy reading their choice of fairy tales, (3) distinguish between statements that are "real" and statements that are not "real," (4) become familiar with well-known fairy tales by identifying elements in fairy tales on a matching test, (5) participate in writing assignments that used fairy tales as a theme, (6) learn new vocabulary words from the stories, (7) become familiar with various literary elements found in fantasy such as puns and riddles, (8) become familiar with the literary elements of similes and metaphors, (9) begin to read maps (maps of Disneyland and Oz serve as models), (10) learn to recognize the particular style of fairy tales by filling out a chart during the reading of a story, (11) learn to compare different versions of the same fairy tale, and (12) learn to write descriptive paragraphs. Detailed examples of representative classroom activities are attached, as well as a resource bibliography.

ED 280 062

CS 210 377

Crew, Louie
Abusing Literacy to Colonize Minds: Eight Scenes

Abusing Literacy to Colonize Minds: Eight Scenes from a Travesty.

Pub Date—Mar 87

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March

and Communication (38th, Atlanta, OA, March 19-21, 1987).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Black Dialects, Black Students, Colonialism, Cultural Awareness, "Culture Conflict, English (Second Language), Foreign Countries, Grammatical Acceptability, Higher Education, Intercultural Communication, Language Attitudes, Language Fluency, Language Usage, "Literacy, Native Speakers, Regional Attitudes, School Newspapers, Secondary Education, Social Attitudes, "Student Attitudes, "Writing (Composition) sition)

sition)

Identifiers—Accents, China, "Cultural Values
A university professor and director of a writing
program found many examples of what he terms
"colonialism" during his thirty years of teaching
experiences in countries around the world. One
such example was a former pupil in Hong Kong
struggling to make her students memorize a poem
called "London Snow" ('snow" is an abstract concept in Hong Kong) so that they could win a contest
to be judged by the British, homesick for snowy
England. In Georgia, the professor was asked to
revise student compositions in unsrammatical but revise student compositions in ungrammatical but forceful black English for a school newspaper while forceful black English for a school newspaper while the students played for three weeks. Impressing the administration was a necessity, rather than teaching the students how to revise for themselves. In London, poor inner city students insisted on the superior qualities of the Rolls Royce or Jaguar over the Cadillac, even though they rarely got to ride in cars of any kind-their patriotism served so essily to divert them from more important lessons. The final irony occurred in rural China where the Chinese and Americans have a joint venture in a new hotel. The Chinese government hired the persons who spoke the best English, not those who were the best qualified as cooks, servers, or problem solvers. spoke the best English, not those who were the best qualified as cooks, servers, or problem solvers. Based on these experiences, the professor has come to equate the idea of literacy not with a set of skills to be learned but rather with a certain behavior to be achieved: passive obedience to authority. (NKA)

CS 210 378

Punderburk, Carol A Review of Research in Children's Writing. Pub Date—[86]

Pub Date—[86]
Note—13p.
Pub Type—Information Analyses (070)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Cognitive Development, Cognitive
Processes, Developmental Stages, Educational
Theories, Language Acquisition, Language Arts,
Literature Reviews, "Piagetian Theory, Prewriting, "Primary Education, "Reading Writing Relistionship, Research Proposals, Surveys, Teaching
Methods, Theory Practice Relationship, "Writing
Processes, "Writing Research
Identifiers—Invented Spelling, Piaget (Jean)
Recent research into the composing processes of
children owes much to Piaget's postulate that cognitive development is linear—that children progress
through stages of development whereby tasks are
mastered at certain levels of cognitive understand-

ing. The stages of children's writing processes (prewriting, composing, revising), as well as language
development, drawing, and reading have been examined by Donald Graves, L. M. Calkins, and
Glenda Bissex, among others. In one study, C. Temple, R. Nathan, and N. Burris concluded that children make the same discoveries in the same order.
Susan Sowers detailed her observation of a first
grade class, in which she used the techniques of
invented spelling, writing conferences, and writing
without assigned topics to compile children's writiing for publishing. Issues currently being examined
include the use of drawing as a prewriting exercise,
and the relationships between scribbling, drawing,
and talking. The issues of invented spelling and writing before reading have profound implications for
new directions in elementary education. A growing
amount of research indicates that reading is a highly
abstract task and should follow rather than precede
writing instruction. Frances Kane's work advocates
the progression of thinking, drawing, writing, and
reading. The link between Piaget's stages of cognitive development and its writing counterparts is a
promising area of research. (NKA)

ED 280 064

CS 210 379

Harris, Cynthia S. Summary of the Language Arts Achievement of Students in a Phase-Elective Mini-Course Sys-tem as Compared to the Language Arts Achiev-ment of Students in a Traditional Program. Pub Date-Nov 86

us Date—Nov so lote—24p; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-ciation (Memphis, TN, November 19-21, 1986). ub Type—Reports - Research (143) — Speeches/-

ciation (Memphis, TN, November 19-21, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Conventional
Instruction, Curriculum Research, Elective
Courses, 'English Curriculum, 'English Instructional Program Divisions, Minicourses,
Nontraditional Education, 'Youtcomes of Education, Program Evaluation, 'Reading Achievement, Reading Comprehension, Reading Skills,
'Sex Differences, Writing Skills
Identifiers—Writing Achievement
By comparing high school students' total English
scores on the California Achievement Test (CAT)
and observing differences in performance based on

By comparing high school students' total English scores on the California Achievement Test (CAT) and observing differences in performance based on grade level and gender, a recent study investigated whether significant differences exist between the schievement of students taught in an English phase-elective mini-course system and the achievement of students taught in a traditional English program. Scores were examined for 162 seniors taught for four years under the traditional English program (Group A), and 146 seniors taught for four years under the phase-elective mini-course system (Group B). (Enrollments for the two groups had allien from the original figures of 276 for grade nine traditional students and 258 for grade nine phase-elective students.) Results indicated that students in Group B achieved significantly higher mean scores on the CAT than students in Group A in all areas except language mechanics. Scores were also examined for participants at each grade level. Findings concerning gender and grade level revealed significant differences between the two groups in three areas; anguage expression, reading comprehension, and total English acores. The following major results were found: (1) Group B females in grade 9 had significantly higher mean scores than Group A males and females in all three areas; (2) Group B females in grade 10 had significantly higher mean scores than Group A males in all three areas; (3) findings from grade 10 were repeated in the eleventh grade; and (4) females from both groups achieved significantly higher mean scores in language expression than Group B males. (JD)

CS 210 380

ED 280 065 Jeremiah, Milford A. An Analysis of Students' Writing, Pub Date—Nov 86

Pub Date—Nov so Note—14p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986). Pub Type—Speeches/ Meeting Papers (150)—Re-

ports - Research (143) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—\*Black Dialects, \*Black Students,
\*Cultural Context, \*Error Analysis (Language),

Grammar, Grammatical Acceptability, Language Variation, Nonstandard Dialects, "Sociolinguistics, Student Writing Models, Urban Language, "Writing (Composition), Writing Research Some errors in adult black students' writing camot be analyzed merely within the traditional hierarchy of grammatical rules; a look at sociological factors is germane to an evaluation of students' writing ability or insbility. Data for an analysis of black adult students' writing at the syntactic level have shown that problems of clarity might be related to language structure and use in the students' spect community. Samples of students' writing were taken from easays obtained at an urban community college, and considering the cultural dimensions of a writer's background proved helpful in determining the reasons for certain lexical choices. To facilitate the analysis, a general topic and a variable from each sentence were extricated (since they were manifestations of ideas which were expressed through the written word, the topic and variables were usually found together). Researchers hoped to determine (1) whether specific issues were evident in the writers' samples, and (2) if so, whether these sociolinguistic variables were as to influence these issues. This has proved to be the case insofar as the samples in this study were concerned, thus supporting the view that studies of language cannot be carried out in a "narrowly defined view of grammar." (Sample entences and their extensive analysis are included.) (AEW)

CS 210 381

Manos, Kenne The Threat of Mass Testing: How Do We Prepare? Pub Date—Mar 87 Note—9p.; Paper presented at the Annual Meetin

ub Date—Mar 87

ote—9p.; Paper presented at the Annual Meeting
of the Conference on College Composition and
Communication (38th, Atlanta, GA, March

19-21, 1987). Pub Type— Speeches/Meeting Papers (150) — Reports - General (140) EDRS Price - MP01/PO1 Plus Postage. Descriptors— Academic Aptitude, College Admission, "College Entrance Examinations, Higher Education, Mathematics Skills, Selective Admission, "Standardized Tests, "Student Evaluation,

sion, "Standardized Tests, "Student Evaluation, Writing Skills Identifiers—Nova Scotia, "Standardized Assess-ment System

Identifiers—Nova Scotia, "Standardized Assessment System
A proposal to institute "a common test in the academic competencies" of English and mathematics as an admission requirement for all Nova Scotian universities was announced by the Royal Commission on Post-Secondary Education in 1985. The commission viewed writing proficiency as an innate ability, independent of learning, environment, knowledge, or background; thus, the tests were to measure ability rather than knowledge. A presumption behind the commission's recommendations was that scores on standardized tests would provide accurate predictors of academic success. These exams were presented without mention of either the needs of the students or the potential impact on high school and university curricula. Rather, they would be simply barriers to admission, their sole purpose being to decrease the attrition rates at universities, hence decreasing the burden on the tax payer. In response, the Metro Halifax universities set up a subcommittee to study the implementation of common entrance exams in English and mathematica. They argued that a test that was not informed by treated symptoms without providing solutions. The subcommittee managed to prove that implementation of the exams was not feasible but noted that rejecting the tests without offering positive suggestions for addressing the problem of students' writing was not acceptable, either. (AEW)

was not acceptance, either. (AEW)

ED 280 067

Prezont. Barbara L. Doyle, Deborah A.

Writing about Writing: Children's Use of Metalanguage in Written Discourse.

Pub Date—Apt 86

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). A number of appendices pages (examples of student manuscripts) may be marginally legible.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/FC02 Plus Postage.

Descriptors—Child Language, Content Analysis, Educational Theories, Elementary Education, \*Protocol Analysis, \*Student Reaction, \*Writing

(Composition), \*Writing Processes, Writing Re-search, Writing Skills, Written Language dentifiers—\*Childrens Writing, \*Writing Atti-

search, Writing Skills, Written Language Identifiers—"Childrens Writing, "Writing Attitudes
A pilot study explored what children between the ages of 8 and 11 focus on when they write about writing: how children define writing, what features they believe constitute the act and product of writing, and what kinds of writing children consider important and why. During a half-hour period, 36 students in grades 3 through 5 were asked to write as much as they could about what they thought writing meant, after which the papers were analyzed for informational content. Examination showed that even young writers were able to express opinions about the act and product of writing through the mode that they were explaining. Grade specific differences did appear in children's definitions and explanations of writing. Third graders focused on the material and physical aspects of the act of writing, while fifth graders preferred to write about products of writing and the use of writing to learn. Fourth graders showed variable tendencies, but most often emulated third graders when they defined and explained writing. Length of texts and use of paragraphs increased with grade level, with a substantial increase occurring by the fifth grade. (Data tables are included, along with model writing texts, student writing samples, and a list of 17 references.) (NKA)

CS 210 383

ED 280 068
Lee, Valerie E
National Assessment of Educational Progress
Writing Proficiency: 1983-84 Catholic School
Results and National Averages. Flual Report.
National Catholic Educational Association, Wash-

National Catholic Educational Association, Washington, D.C.
Pub Date—87
Note—30p.; For the first report, on reading proficiency, see ED 268 483.
Pub Type—Reports—Research (143) — Numerical/Quantitative Data (110)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Blacks, "Catholic Schools, Comparative Analysis, "Educational Assessment, Elementary Secondary Education, Hispanic Americans, "Minority Groups, National Competency Tests, National Norms, "Public Schools, Reading Achievement, Student Characteristics, Writing Evaluation, Writing Research, "Writing Skills Identifiers—"National Assessment of Educational Progress

Identifiers—"National Assessment of Educational Progress Intended to enable Catholic educators to evaluate and compare the writing progress of their students to that of the nation as a whole, this report presents writing achievement data of Catholic school students in grades 4, 8, and 11, assessed in 1983-84 by the National Assessment of Educational Progress (NAEP). A summary of the findings of the NAEP Reading Report, a complementary study, is presented and discussed in terms of a larger school-based context. The first of three sections reporting NAEP writing results presents comparisons based on the following factors in student' background: demographic characteristics, parental education, and residential location. The second section provides overall score comparisons, while the third ground: demographic characteristics, parental edu-cation, and residential location. The second section provides overall score comparisons, while the third section analyzes the writing proficiency scores in terms of grade level, school grouping, and racial-/ethnic group. The major findings derived from these comparisons indicate that (1) writing scores in both types of schools are not very high, on average; (2) Catholic school students write better than the national average at all three grade levels; (3) stu-dents gain more writing skills in late elementary act and middle school than they seem to during secondary achool; (4) on average, girls are considerably better writers than boys in both types of schools and across all grade levels; and (5) minority students (Black and Hispanic) score considerably below White stu-dents in writing in both type of schools. (JD)

ED 280 069 CS 210 384

ED 280 069

CS 210 384
Buckley, William K.
The Rise of the Corporate Mind in Composition
Teaching.
Pub Date—May 86
Note—13p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS,

Descriptors—Computer Literacy, \*Critical Thinking, Curriculum Development, Curriculum Evaluation, Economic Factors, Educational Objectives, \*English Instruction, Fused Curriculum, Higher Education, Literacy, \*Literature, Reading Writing Relationship, Service Occupations, \*Writing Instruction Identifiers—Technological Demands
Most discussions concerning whether literature should be taught in the composition classroom have concentrated on the pedagogical theories of learning how to write, instead of the economic and political reasons for the initial separation of the two disciplines. To help make people more employable in the rising service economy universities have abandoned literature for the skill-oriented classroom, thus fostering an attack on critical thinking at the very moment that critical thought is most needed. Rather than the manufactured split between literature and composition, it is the "technicistation" of education that divides the various university camps. Today, literacy means the shilly to adjust to an economy that deesands nothing but simple communication to further efficient roles. Current composition programs and "computer literacy" programs are simply more of the same factory service programs designed a century ago to retrain someone to fit efficiently back into a job that may again be eliminated. The pure composition class is a logical extension of technology because it socializes the writer and helps him or her consume, while literature disrupts the purposes of technology datoriers the writer and helps him or her consume, while literature disrupts the purposes of technology callowing the reader to see beneath the smooth surface of technical functions. If literature cannot be included in composition class, then other approaches can be used, such as (1) a reader or anthology that offers complex ideas, (2) emphasis on the argument paper, (3) helping students feel the "slow pace" of critical thought, and (4) a long hard look at how economies are structuring society. (NKA)

CS 210 385 Buckner, B. Dilla Escape Mechanisa sms: Info and Technique for Black

Writers. Pub Date—Mar 87

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 10.21-10.22) 19-21, 1987).

19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PO01 Plus Postage.
Descriptors—Authors, Black Attitudes, Black
Community, \*Black Culture, \*Black History,
\*Black Literature, Drinking, Drug Abuse, \*Folk
Culture, \*Racial Blas, Slavery
Identifiers—\*Black in White America, \*Black Writ-

Identifiers—"Black in White America, "Black Writers
Black writers—through novels, plays, poetry, and
essays—described how blacks made use of sny svaliable asset or talent to outsmart, out-think, endure,
or merely contend with their white oppressors.
Some of the survival mechanisms that became standard were (1) religion, (2) ignorance as wit, (3) alcohol, and (4) drugs. Early black poets, such as Jupiter
Hammon and Phyllis Wheatley, suggested that
bondage in America was preferable to heathen freedom in Africa, but after slavery, blacks began to
question the power of a god that would have letthem suffer so. The writings of Fenton Johnson,
Margaret Walker, James Baldwin, and Ben Caldwell
have indicated that God has become less of a crutch,
and two works from the Harlem Renaissance Era
(by Countee Cullen and Langston Hughes) reveal
that blacks were becoming skeptical of the white
man's religion. In "American Negro Folktales,"
Richard Dorson categorizes the stories told by
blacks who played ignorant to outsmart the whites.
Margaret Walker and Richard Wright, among others, have chronicled blacks' use of alcohol as a
means of forgetting who, what, or where they were,
but the trend has shifted to escape through drugs
(Ralph Ellison's "Invisible Man" and Claude
Brown's "Manchild in the Promised Land") Slaveery, inequality, and maltreatment have led blacks to
resort to any release possible and writers to record
these temporary escapes. (AEW)

ED 280 071 CS 210 386

Marting, Janet
The Power of the Past: Inquiries into the Old

Pedagogy.
Pub Date—Mar 87
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition

and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Classroom Environment, Cognitive Development, Curriculum Development, Higher Education, \*Instructional Improvement, Retoric, \*Teacher Effectiveness, Teacher Role, Teaching Methods, \*Writing Instruction, \*Writing Processes, \*Writing Skills
Identifiers—New Rhetoric
Desnite current process theories of composition.

Identifiers—New Rhetoric
Despite current process theories of composition,
many teachers of writing still adopt traditional pedagogical approaches in the classroom. Under the
"old pedagogy," correctness is valued over content,
revision is approached as cosmetic change, formulaic rhetorical modes are taught before students set
pen to paper, and the lecture is still the favorite
instructional method. When teachers base their
composition courses on what students will have to
know to graduate or to enter other courses, they are
saying that composition amounts to a university service course, that it is a primer for correctness. Instead of seeing student errors as a natural step in the vice course, that it is a primer for correctness. In-stead of seeing student errors as a natural step in the process of learning to write, these teachers equate mistakes with lack of progress and, moreover, they fail to come to terms with the unsettled, transitory nature of language and writing. Composition teachers who view their discipline as a grammar or ser-vice course allow the curriculum to be set by members of other departments. On the other hand, composition teachers who create an environment in which students can write and respond to each oth-er's writing, serve their students well. Consideration of cognitive development when determining com-position curriculum is also within the student's best interest. The criteria the new rhetoricians have for effective student writing are different from those of effective student writing are different from those of past generations and, by challenging that past, pro-cess-oriented composition, teachers can make their own new, pertinent, and powerful history. (NKA)

CS 210 387 ED 280 072

ED 280 072
Schryer, Catherine Foy
Evaluation as Dislogical Praxis.
Pub Date—20 Mar 87
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March

and Communication (38th, Atlanta, UA, March 19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Theories, Evaluation Criteria, Evaluation Methods, Protocol Analysis, Teacher Student Relationship, Teaching Methods, "Teaching Models, "Theory Practice Relationship, "Writing Evaluation, "Writing Instruction, Writing Research Identifiers—"Freire (Paulo), Writing Workshops In "The Politics of Education" Paulo Freire considers writing evaluation to be the expression of educational ideologies. An examination of the scholarly writing in composition and rhetoric research shows a division between formative or product evaluation, with advocates for each side. As readers, evaluation, with advocates for each side. As readers, composition instructors attempt to construct stu-dents' texts-projecting on to those texts expecta-tions, knowledge of codes, and normative beliefs regarding texts. Freire advocates that the evaluator and the learner join in evaluation, thus establishing distance from the work under consideration and achieving one of the central goals of education-de-mystification of inherently ideological codes. Freire's ideas were tested in writing workshops, with several important benefits: (1) evaluation became a dialogue between writers and readers, wherein reading and writing were viewed as cogenwherein reading and writing were viewed as cogen-erative activities; (2) commentators never wrote di-rectly on the students' papers, leaving the writers with authority over their texts-a dialogical model; (3) after each reader protocol session, reader expec-tations became clearer; and (4) reader protocols al-lowed the evaluator to render some particular biases less opaque and more open to question by the stu-dents. Studies show that such evaluation could eventually be viewed as a dialectical process, a transactional event between students and teachers (readers and writers), and an exploration of summatransactional event between students and tea (readers and writers), and an exploration of sur tive criteria as a formative process. (NKA)

ED 280 073 CS 210 388 Vardell, Sylvia M. Burris, Nancy A. Learning to Write: A Developmental/Literary Per-

spective.
Pub Date—[86]
Note—21p.; Partial funding provided by a University of Houston-Victoria Summer Research batical and a Small Research Grant from the

batical and a Small Research Grant from the same university.
Pub Type—Reports - Research (143)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—Characterization, Child Development, Comparative Analysis, Content Analysis, "Creative Writing, Developmental Stages, Elementary Secondary Education, Legends, "Literary Sevices, Literary Education, Pricing Research Legends, "Research Legends, "Research Legends, "Research Legends," Research Legends, "Folktales A study examined the use and understanding of

Evaluation, Writing Research Identifiers—Folktales
A study examined the use and understanding of literary elements by students in grades 3, 6, 9, and 12. Students read L. Peck's folktale, "Coyote's Gift to Turkey Girl," and wrote a story of their own. The stories were then analyzed for their objective content (genre conventions, characterization, plot, and setting) and subjective content (kind and quality of literary elements). The folktale genre was used in 56% of the stories, and the incidence of folktales increased with grade level. The number of characters in a story also increased with grade level. Stereotypical folktale settings were found in 60% of all the stories. Third-grade students created flat characters 78% of the time, while students in other grades created stereotypical characters 40-50% of the time. In creating story settings, 75% of third graders used implicit settings, but from sixth grade on, approximately 70% of the students created explicit settings. The majority of third-grade stories (66%) contained no suspense, while the majority of the rest (60-70%) no suspense, while the majority of the rest (60-70%) contained some suspense. Stories were also evaluated holistically on three measures (character, story ated holistically on three measures (character, story development, and overall story quality). Eighty percent of third-grade stories were evaluated as weak, while 50% of the rest were judged satisfactory or excellent. These results reveal a correlation between students' maturity and the quality of their reading and writing, and suggest that story writing and literary appreciation are developmental processes. (SRT)

ED 280 074 CS 210 389 Ward, Jay A. Cognitive Developme Pub Date—Mar 87 ent as Literacy.

Note—14p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, "Critical
Thinking, Educational Theories, Higher Education, "Language Processing, "Literacy," Reading
Writing Relationship, Teaching Methods, "Writing Instruction, Writing Processes," Writing Skills
Identifiers—"Audience Awareness, Cultural Liter-

acy implies the ability to read and write, but for educated persons it also involves special skills that are fundamentally cognitive or intellectual. This ability to think critically should be taught in college composition classes, since studies have indicated that over half of the undergraduates in the United States are at the concrete operations stage. ited States are at the concrete operations stage Omited States are at the concrete operations stage (ability to classify or arrange observable data) of cognitive development or between it and the formal operations stage (ability to abstract, synthesize, or deduce without concrete experience). An important facet of the contextual nature of literacy for composition instruction is the central role that the relationship that the context of the c ship between writer and reader or audience plays. ship between writer and reader or audience plays. Students have yet to learn the assumptions and strategies characteristic of the interpretive community, which expresses itself through academic writing. Another way to look at literacy is as a shared, collective knowledge—as cultural literacy—while a less value—laden perspective is that of social literacy. A pervasive concern in literacy research is that literacy not be confused with the acquisition of narrow technical skills, but that students' growth to higher level literacy he promoted through the use of amprotechnical skills, but that students' growth to higher level literacy be promoted through the use of appropriately timed and sequenced writing assignments. Conceptions of literacy differ, but all imply for the college educated an ability to read, write, and be conscious of text and audience in ways very much like those described by the developmental psychologists. In the composition class, teaching activities should enhance or facilitate student maturity in this direction. (NKA)

CS 210 390 ED 280 075 And Others ot. Norb Beginning a Teacher-Researcher Program: The First Steps. Pub Date—[86]

First Sieps.
Pub Date—[86]
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
Program Effectiveness, "Program Evaluation,
Test Results, "Writing Improvement, Writing Instruction, "Writing Research, Writing Skills
Identifiers—Teacher Researchers
A study evaluated the effectiveness of a teacher-researcher program begun in the Fort Worth Indpendent School District to improve and assess students' writing abilities. The study sought to determine if there was a noticeable improvement in the writing skills of students studying with the teacher-researchers as opposed to students studying with the teacher-researchers as opposed to students studying with the teacher-researchers had their students complete two pieces of timed writing on topics previously proved successful in the district. The holistic method, through which readers are encouraged to view a piece of writing as more than the mere sum of its parts, was used to assess the papers. Considered as a group, writing samples submitted by students of teacher-researchers showed an improvement in average scores. In five of the six grades evaluated, the writing of teacher-researchers' students showed greater improvement than did the writing of the comparison group students showed improvement in only two of the six grade levels. (Tables of data are included.) (NKA)

ED 280 0766

CS 210 392

ED 280 076 CS 210 392

Tanner, Ron
Teaching Freshmen Non-Readers, the A-literate
Majority.
Pub Date—Mar 87
Note—l0p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (38th, Atlanta, GA, March

19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) — Guides - Non-Classroom

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Thinking, \*Freshman Com-EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Thinking, "Freshman Composition, Higher Education, Literacy, Motivation Techniques, "Reader Response, Reader Text Relationship, "Reading Attitudes, Reading Comprehension, Reading Habits, Reading Interests, Reading Material Selection, Reading Strategies, "Reading Writing Relationship, Teaching Methods
Identifiers—Aliteracy, "Reading Motivation, "Reluctant Readers

luctant Readers

luctant Readers
The majority of current college freshmen see no
place in their lives for reading as an opportunity for
intellectual or emotional enjoyment. They read only
the most utilitarian texts-appliance instructions or the most utilitarian texts—appliance instructions or road signs, for example. A teacher cannot "make" students read anything, but he or she can help them find ways to like reading; one goal of a teacher should be to help students take responsibility for their own learning. Three general suggestions can be incorporated into writing classes to turn students into self-motivated readers: (1) help them recognize and execution the reachers in the servic (2) researched into self-motivated readers: (1) help them recognize and question the speaker in the text; (2) persuade them to respond to books just as they respond to each other's writing-by commenting in the margins and by undertining words they find interesting or confusing to return to later; and (3) introduce them to non-traditional texts (such as Maya Angelou's "Il Know Why the Caged Bird Sings"). No other class is as small and flexible as the composition class, where students have an opportunity to write at length about their reading reactions, questions, and discoveries. The teacher can help these non-readers discover that the world of books belongs to them too. (NKA)

ED 280 077 CS 210 393

Gould, Christopher
"Correct English" Magazine and the "Science" of
Language Study.
Pub Date—Mar 87

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) —

Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, Language Research, "Language Usage, "Linguistic Theory, "Literacy, "Scholarly Journals, Vocabulary Development, Writing (Composition)
Identifiers—"Baker (Josephine Turck), "Correct English Magazine
"Correct English," published continuously between 1899 and 1950, was dedicated to the preservation of "proper" English usage. Josephine Turck Baker, editor and founder, understood that conventions of grammar arose from usage. It was her opinion that correctness was determined by clarity, not by the rules of Latin syntax. Thus, "correct" usage was defined as the careful selection of words that accurately communicated a thought or idea. Among the consequences of this instrumental view of language were (1) a preoccupation with vocabulary acquisition; (2) encouragement of students to "think first, then write" (an injunction central to the theory now known as Current-Traditional rhetoric); and (3) reduction of written composition to a purely mental exercise, with the teacher's role becoming one of exhortation in abstract principles. Baker was also convinced that literature should be taught only after students had mastered grammar and spelling, since literature was art, which she defined as the mastery of abstract rules. "Correct English" ceased publication when its editorial staff and writers became confident that universal literacy could be achieved through progressive educational policies and technology. The notion of language as an instrucame connects that universal stream policies and technology. The notion of language as an instrument or "tool of communication" has endured, even in university English departments. (AEW)

CS 210 394

Harris, Joseph Egocentrism and Difference. Pub Date—Mar 87

ED 280 078

Tote—12p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MPBI/PCDI Plus Postage.

Descriptors—Audiences, Cognitive Processes, "Epistemology, Higher Education, Learning Strategies, Problem Solving, Reader Response, Reader Text Relationship, "Student Writing Models, Theories, "Writing (Composition), Writing Evaluation, "Writing Instruction, Writing Processes, "Writing Skills

Processes, "Writing Skills

Processes, "Writing Skills

Processes, "Writing Skills

Audience Awareness, Discourse, Voice (Rhetoric)

The cognitivist view of composition suggests that if students are supplied with a set of writing strategies, they will learn to think in more complex and powerful ways, observing their own ideas and writing from another person's viewpoint. On the other hand, some social critics argue that composition teachers need to help their students enter into a new sort of discourse—one that "invents the university... to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community" (Bartholomse). In her book, "Problem-Solving Strategies for Writing," Linda Flower offers two examples of student writing—the first one termed egocentric and writer-based and the other firm and authoritative. The second example, advanced as better from a reader or professor's viewpoint, in fact shows the writer being socialized and appropriated by the academy, Flower's use of the word "egocentric" for the first example is dismissive, implying that the writer has failed to master the rudiments of ordinary academy. Flower's use of the word "egocentrio" for the first example is dismissive, implying that the writer has failed to master the rudiments of ordinary adult discourse, when the real problem is how to enter into a discourse whose constraints and phrasings are unfamiliar to her. Flower's reader-based prose is really another name for a privileged form of discourse: hierarchical in structure, organized around concepts rather than events, and whose transitions and conclusions are made strongly explicit. What is needed instead is a way of talking about writing that does not turn into yet another language of exclusion but rather allows students to connect their discourses to others'. (NKA)

Rubr, Ruthann R.

Multi-Literacy and Research on Word Processing:
Assessing Teaching Methods.

Pub Date—21 Mar 87

Note—9p.; Paper presented at the Annual Meeting
of the Conference on College Composition and

ication (38th, Atlanta, GA, March

Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Pries - MF01/PC01 Plus Pestage.
Descriptors—Computer Assisted Instruction, "Computer Literacy, Educational Research, Higher Education, Instructional Material Evaluation, "Student Attitudes, "Teaching Methods, "Word Processing, Writing Instruction

To provide students with an opportunity to become computer literate, the University of Michigan has required at least one computer-intensive writing class. A fully equipped computer lab has been provided for students who do not own a computer. In order to determine the most effective technique for teaching students how to use the word processors, a study using 23 subjects who represented approximately the larger student population in age, gender, and computer experience examined three methods: (1) hard copy documentation (from the tutorials offered with most word processors); and (3) tutoring by consultants. Students were taught to perform three simple tasks using the word processor, and each task was taught using a different one of the three teaching methods. The order of the tasks and the teaching methods were rotated to neutralize effects of sequence. Subjects were then tested to make sure they had learned the tasks and saked to fill out questionnaires concerning their attitude toward each teaching methods of preliminary questionnaire had asked them about experience with, attitude toward, and apprehension about word-processors). All students preferred the consultants 'uttoring to the online tutorials or hard-copy documentation. (Tables of results are included.) (AEW)

ED 280 080 CS 210 396 Squire, James R., Ed.
The Dynamics of Language Learning: Research in Reading and English.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-1276-5
Pub Date—87
Contract—400-86-0045
Note—4200. Papers, commissioned for the ED 280 080 CS 210 396

ontract—400-86-0045 often—420p.; Papers commissioned for the Mid-Decade Seminar on the Teaching of Reading and English (Chicago, IL, March 29-31, 1985). For the seminar's discussions of these papers, see ED 274 967.

vailable from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12765, \$20.00 member, \$25.00 non-

member).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Proceedings (021) — Reports - Descriptive

(141)
EDRS Price - MF0L/PC17 Plus Postage.
Descriptors—Classroom Environment, Classroom Research, Classroom Environment, Cognitive Development, Computer Uses in Education, Educational Trends, Elementary Education, Evaluation Methods, 'Language Processing, Literacy, Literature Appreciation, Oral Language, Reader Text Relationship, Reading Comprehension, Reading Instruction, Reading Processes, 'Reading Research, 'Proportional Processes, 'Proportional Proportional Processes, 'Proportional Proportional P search Proportunities, Technological Advancement, Writing Instruction, Writing Processes, Writing Research, Written Language Identifiers—Process Product Relationship, Research Trends, Text Structure
Focusing on future directions for English and reading research. The narry presented in this beat

Focusing on future directions for English and reading research, the papers presented in this book examine the complex interplay of skills, processes, and classroom conditions that influence the development of children's competence in reading, writing, and the language arts. The titles and authors of the essays are as follows: (1) "Reading and Writing Relations: Assumptions and Directions" (James Plood and Diane Lapp); (2) "The Cognitive Base of Reading and Writing" (Stephen B. Kucer); (3) commentaries by Alan Purves and Julie Jensen: (4) Reading and Writing" (Stephen B. Kucery; (3) commentaries by Alan Purves and Julie Jensen; (4) "Thought and Language, Content and Structure in Language Communication" (Diane Lemonnier Schallert); (5) "The Design of Comprehensible Text" (Robert C. Calfee); (6) commentaries by Judith Langer and Robert J. Tierney; (7) "The Shared Structure of Oral and Written Language and the Implications for Teaching Writing, Reading, and Literature" (Miles Myers); (8) "Oral Language, Literacy Skills, and Response to Literature" (David K. Dickinson); (9) commentaries by David Dillon and Roselmina Indiriasno; (10) "Research into Classroom Practices What Have We Learned and Where Are We Going?" (Bryant Fillion and Rita S. Brause); (11) "Classroom Practices sind Classroom Interaction during Reading Instruction: What's Going On?" (M. Trika Smith-Burke); (12) commentaries by Arthur N. Applebee and Dolores Durkin; (13) "An Examination of the Role of Computers in Teaching Language and Literature" (Bertram C. Bruce); (14) "Technology, Reading, and Writing" (Lawrence T. Frase); (15) commentaries by Johanna DeStefano, and Edmund J. Farrell; (16) "Organizing Student Learning: Teachers Teach What and How" (Jane Hansen); (17) "Assessing the Process, and the Process of Assessment, in the Language Aris" (Peter Johnston); (18) commentaries by Jerome C. Harste and P. David Pearson; (19) "Constructing Useful Theories of Teaching English from Recent Research on the Cognitive Processes of Language" (M. C. Wittrock); (20) "Themes and Progressions in Research in English" (John T. Guthrie); and (21) "Retrospect and Prospect" (James R. Squire). (JD)

ED 280 081

Barnhart, June E. Sulzby, Elizabeth
How Johany Can Write: Kinderparten Children's
Uses of Emergent Writing Systems.
Pub Date—Apr 36

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type—Speeches, Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—\*Cognitive Development, \*Developmental Stages, \*Kindergarten Children, Literacy, Primary Education, \*Socioeconomic Influences, Writing Resadiness, \*Writing Research, \*Written Language

Writing Readiness, "Writing Research, "Writing Language Identifiers—"Emergent Literacy, Piagetian Tasks A study examined the developmental nature of early literacy in relation to variations in task demands, general cognitive development, and socio-economic background. Subjects (N=32) were placed in two groups of 16 suburban Chicago kindergarten students that were designated either low income group (LIG) or high income group (HIG). The subjects, interviewed separately between March and May, were involved in four tasks: (1) writing isolated words and writing words as constituents of sentences; (2) writing a story and then re-reading it; (3) three Piagetian tasks—conservation of number, seriation, and classification; and (4) the Metropolitan Readiness Test (Level II). Analyses of results were based on detailed transcriptions of the taped interviews, with two trained raters independently scoring each subject's response on each task. Task differences arrayed themselves logically from the least difference in own name and some single word dictation to the greatest difference in writing connected discourse. The results of this study wing the least difference in own name and some single word dictation to the greatest difference in writing connected discourse. The results of this study support the suggestion that literacy development follows a complex pattern, even though-overall-children do progress toward conventional writing. This research uncovered subtle variations in the early patterns of literacy behaviors among children of different income levels, and these differences could hold implications for instructional issues. (Bar graphs of results are included.) (AEW)

ED 280 082 CS 210 398 Hagaman, John Rhetorical Invention and Advanced Literacy: An Historical Perspective. Pub Date—Mar 87

Note—14p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March

19-21, 1987).

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Audiences, Cognitive Processes,

Higher Education, "Literacy, Reader Text Relationship, "Rhetorical Criticism, "Rhetorical Invention, Social Influences, "Writing Instruction,

"Writing Processes, Writing Research
Identifiers—Aristotle, "Audience Awareness,

Campbell (George), Cultural Literacy, Flower
(Linda)

Recent criticism of rhetorical invention faults the

discipline for not promoting "advanced literacy," defined as the use of critical reading and writing abilities to serve social ends. Aristotle's vision of rhetoric has contributed significantly to a cognitive view of invention, but Aristotle also acknowledged the importance of social context. Invention as an intuitive, natural gift assumed a minor role in eighteenth and nineteenth century rhetoric, as evidenced in the philosophy of George Campbell, who paid little attention to the social aspects of invention. He held almost exclusively to an inductive model of thinking-one that, for a rhetor, is automatic and unconscious. In contrast to both Aristotle model of thinking-one that, for a rhetor, is automatic and unconscious. In contrast to both Aristotie and Campbell, Linda Flower has informed her theories of invention with extensive research, making primary use of protocol analysis and cognitive psychology. While Aristotle emphasized deduction and Campbell emphasized induction, Flower plays freely between both modes of thinking. For her, invention assumes a crucial role that leads to a focus on reader-needs and reader-based proce, since her research indicates the importance of audience in the construction of a text. In conclusion, students should be taught cognitive approaches to invention as well as social approaches, and, in fact, should be encouraged to try several different approaches to invention in addressing a single problem. (NKA)

CS 210 401

Woolever, Kristin R.
Critical Thinking and Legal Discourse.
Pub Date—Mar 87
Note—Ilp.: Paper presented at the iote—11p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Pestage.
Descriptors—Cognitive Processes, "Content Area
Writing, "Critical Thinking, Expository Writing,
"Law Schools, Law Students, Lawyers, "Legal
Education (Professions), Student Writing Models,
Writing Instruction, "Writing Skills
Identifiers—Legal Information, Legal Language,
"Legal Writing
Although law professors often say that first year

\*Legal Writing
Although law professors often say that first year
law students need training to "think like lawyers,"
many law students survive law school by practicing
the "skill" of rote memory. It is when they take the
bar examination or actually begin to work in a law
office that they need the faculty of analytical thinking, for notes must be organized into a cogent argument. Most attorneys need special facility with four
connitive processes; anolytic law to facts, analogicconnitive processes; anolytic law to facts, analogic. ment. Most attorneys need special facility with four cognitive processes: applying law to facts, analogizing cases, drawing inferences, and focusing abstract concepts. The ideal place to teach these critical thinking skills in inegal writing classes, where written discourse offers the best opportunity for correcting deficiencies and refining skills in using critical cognitive processes. Strategies for teaching critical thinking in legal writing seminars include the following: (1) attach the writing class to a substantive law course, (2) focus primarily on organization at a variety of levels, (3) encourage the students to make their organization visible, (4) pay more attention to the effect of the proce on the reader than to the writing process, and (5) insist on multiple revisions. Legal writing combines some elements of freshman composition, literary criticism, and technical writing but depends strongly on reasoning abilities that law students have had little opportunity to develop. (NKA)

CS 210 403

Reither, James A.
What De We Mean by "Collaborative Writing"
(And What Difference Might It Make)?
Pub Date—20 Mar 87

Note—12p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

19-21, 1987).
Pub Type - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors - "Cooperation, Higher Education,
Peer Relationship, Teamwork, "Writing (Composition), "Writing Instruction, "Writing Processes Identifiers—"Collaborative Writing, Rhetorical

Identifiers—"Collaborative writing" is a broad term, Community
The term "collaborative writing" is a broad term, but should not be confused with coauthorship. Defining collaborative writing as merely coauthoring suggests that students continue producing texts for texts' (and evaluations) sake, whereas defining collaborative writing as community writing implies that students use language and texts to make meanthst to the control of the co

ing and community together. Assignments cannot be made "collaborative" or social merely by having students coauthor them. In a collaborative writing effort, individual members of the group gather elevant information and ideas, which are then contributed to the group project. Whatever a group member finds must be presented in such a way that it can become the property of the group. Each piece of information must be: (1) in writing, (2) photocopiable, and (3) comprehensible to and usable by the rest of the group. When involved in collaborative writing, students become engaged in a sequence of textual experiences governed by real purposes, projects, and audiences-aituations that require and thus motivate learning writing to carry out individual and communal impulses to come to know, inform, and influence. (AEW)

ED 280 085 CS 210 405 Beene, LynnDianne
Writing Assignments: What We Know We Don't
Know.

Mnow.

Pub Date—Mar 87

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

ing of the Conference on College Composition and Communication (38th, Atlants, GA, March 19-21, 1987).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—'Assignments, Cognitive Processes, "Communication Problems, Essays, "Freshman Composition, Higher Education, Student Needs, "Teacher Student Relationship, "Writing Exercises, "Writing Instruction

Questions raised by the misinterpretations evidenced in the final examination essays of a freshman English class should lead teachers to a new understanding of how the phrasing of writing assignments influences what students write. Some of the questions included: (1) How detailed must an assignment be to communicate its goals? (2) What type of detail is needed? (3) To which sections of assignments do students pay the most attention? (4) How much difference does audience, purpose, or mode make on students' writing? and (5) How can teachers be sure that they, themselves, fully recognize the purpose of a particular writing assignment? Researchers have found that assignments asking for more challenging modes of discourse, such as relating ideas, did not produce better or worse essays than did assignments asking for more challenging modes of discourse, such as relating ideas, did not produce better or worse essays than did assignments asking for more challenging modes of discourse, such as relating ideas. Students have been known to center their attention on phrases or sentences in a writing assignment that teachers may have provided as background information, rather than on aslient parts of the assignment. Researchers have also noted that people learned to write because they had to: when they had something to write about, when the need for writing was immediate, and when they had an audience they knew needed the communication. This observation may lay the foundation for further research into improving the clarity of writing assignments. (A list of works on writing assignments is included.) (AEW)

ED 280 086 CS 505 50
Krukones, Michael G. And Others
Politics in Fiction & Film: An Introduction & Appreciation. A Team-Taught Course.
Pub Date—86 CS 505 501

Pub Date—86
Note—30p.
Pub Type— Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
Descriptors—Course Content, Film Criticism,
"Film Study, "Fused Curriculum, Higher Education, Instructional Innovation, Instructional Materials, "Interdisciplinary Approach, "Literatury
Criticism, Literature Appreciation, Mass Media,
Media Adaptation, "Novels, "Political Science,
Politica, Popular Culture, Teaching Guides, Theory Practice Relationship
Identifiers—Political Analysis, Political Education,
Political Rhetoric
An interdisciplinary course integrating political

Political Rhetoric

An interdisciplinary course integrating political science, literature, and film is used at Bellarmine College in Kentucky as a vehicle for examining politics on the local, state, national and international levels. Four novels and their analogous films are used, corresponding to the respective political level—"The Last Hurrah," "All the King's Men," "Advise and Consent," and "Fail-Safe." The course is developed on the premise that students usually compartmentalize information into categories based on the different courses they take, and that theoretical politics takes on a clearer meaning and becomes

more affectively experienced when it is studied concretely in the context of a political novel or film. Course instruction combines the techniques of learner, discussion, and film viewing. Following an overview of a novel or film, specific scenes and passages are discussed and are related to politics in the real world. Classes meet once a week for two and one-half hours, so that more than one subject area may be discussed or sufficient time for movie viewing will be available. Three tests and a major paper are the evaluation instruments. (A bibliography of materials on politics in fiction and film, as well as copies of a quiz and the final exam are appended.) (NKA)

CS 505 511

ED 280 087 CS 505 51
Nonak, Glenn D.
Changing the Shape of American Radio Drama:
Lanovation and Representation in Archibald
MacLeish's "The Fall of the City."

MacLeish's "The Fall of the City."

Pub Date—Apr 86

Note—15p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Prics - MPDI/PCDI Plus Pestage.

Descriptors—"Drama, "Listening Comprehension, Literary Criticism, Literature Appreciation, "Oral Interpretation, "Poetry, Popular Culture, Production Techniques, "Radio, Readers Theater Identifiers—Pail of the City (MacLeish), "MacLeish (Archibald)

The (CBS Radio) Columbia Workshop, formed in 1936, encouraged the writing and production of cre-

Leish (Archibald)
The (CBS Radio) Columbia Workshop, formed in 1936, encouraged the writing and production of creative, non-traditional radio drama such as Archibald MacLeish verse play "The Fall of the City," which aired on April 11, 1937. MacLeish considered radio the ideal medium for poetry because it offers and the ideal medium for poetry because it offers and the people of the city fall at his feet, but when he lifts the visor on his helmet, there is no one inside the armor. The radio announcer, acting in the tradition of the Greek chorus, states the theme of the dramar people invent their oppressors. The part of the announcer was played by Orson Welles. Crowd noises were created by recording the sounds of students and extras earlier and playing it back during the live performance while the extras repeated their noise. "The Fall of the City" was a significant event because it was prophetic of events to come, such as the fall of Vienna to Hitler, and also because it represented the first attempt by an American poet to create a verse play expressly for radio. In general, "The Fall of the City" met with public acceptance and critical acclaim. (SRT)

ED 280 088 CS 505 513 Miller, Gail
Releasing the Dragons: Performance of Chinese
Poetry in Translation.
Pub Date—Nov 86

Pub Date—Nov 86

Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Choral Speaking. Cultural Influences, Interpreters, Metaphors, "Oral Interpretation, "Poetry, "Speech Communication, "Translation, Visual Arts, World Literature
Identifiers—"Chinese Poetry, "Literature in Translation

Identifiers—\*Chinese Poetry, \*Literature in Translation
Oral interpretation of translated Chinese poetry is
both difficult and audacious. However, non-native
readers are less bound by the Chinese literary canon
than native readers and therefore are more free to
develop their personal taste and discover new
modes of expression. As a result, these performers
are potentially ideal translators of Chinese poetry
for Western audiences. This potential can be realized through the use of metaphonic movement in the
performance of classical Chinese poetry. Certain
poems could best be performed using group movement because of its potential for exploration of conflict. For the poem, "Facing the Snow," the poet
could be represented by two performers, one speaking and one moving, in order to highlight the movement from observation to internalization. For the
poem, "Painted Falcon," the interplay between stillness and surface could be depicted by separating the
poet/observer and the falcon into two performers.
Finally, for the poem, "Night in the House by the
River," the tonal movement of the Chinese lan-

guage could be evoked using synthesizer sounds. A sensitive embodiment of classical Chinese poetry using metaphoric movement and sound can make the works as much a living presence for twentieth century Western audiences as they were for eighth century Chinese readers. (Texts of the three poems are included.) (SRT)

CS 505 522

Martin, Judith N. The Relationship

Martin, Judith N.

The Relationship between Student Sojourner Perceptions of Intercultural Competencies and Previous Sojourn Experience.

Pub Date—14 Nov 86

Note—36p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Research, \*Cultural Awarenes, Cultural Differences, Cultural Exchange, \*Culture Contact, Higher Education, \*Intercultural Communication, \*Social Experience, Study Abroad, Tourism, Travel

Identifiers—Cultural Adjustment, \*Cultural Experience

Identifiers—Cultural Adjustment, "Cultural Experience
A study investigated the relationship between
eslf-perceived intercultural competence and previous intercultural experience among three groups of
student sojourners. Subjects, 179 undergraduate intercultural communication students at a large midwestern university, and with varying degrees of
intercultural experience (none; less than three
months; and 3-12 months) completed an 18-item
questionnaire measuring various cognitive, affective, and behavioral aspects of intercultural competence. The questionnaire dealt with four general
areas of intercultural competence, drawn from previous literature. Results identified most clearly the
cognitive and affective aspects of intercultural competence, less clearly the behavioral. Concerning the
primary research question—the relationship between
intercultural competence and previous sojourn experience-results suggest that the duration of the intercultural sojourn is related to self-reported
competence in two cognitive dimensions. Awaretercutural sojourn is restated to sent-reported competence in two cognitive dimensions: Aware-ness of Self and Culture, and the Ability to Facilitate Communication. These findings are consistent with previous research investigating outcomes of inter-cultural sojourns. (Data tables and an extensive bib-liography are appended.) (NKA)

CS 505 524

Elman, Jeffery Locke Zipser, David
Learning the Hidden Structure of Speech.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

nitive Science. Spons Agency—Air Force Systems Command, Washington, D.C.; Office of Naval Research, Arington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-8701
Pub Date—Feb 87
Contract—N00014-85-K-0076

Grant-AFOSR-86-0062

Grant—AFOSR-86-0062

Note—28p.; Funding also provided by a grant from the System Development Foundation.

Pub Type—Reports - Research (143)

EDRS Price - MF01/F0C2 Plus Postage.
Descriptors—'Articulation (Speech), Artificial Speech, 'Communication Research, Computers, 'Distinctive Features (Language), Learning Processes, Phonetics, 'Recognition (Psychology), 'Research Methodology Identifiers—'Back Propagation Learning, 'Speech Recognition

Identifiers—\*Back Propagation Learning, \*Speech Recognition
The back-propagation neural network learning procedure was applied to the analysis and recognition of speech. Because this learning procedure requires only examples of input-output pairs, it is not necessary to provide it with any initial description of speech features. Rather, the network develops on its own set of representational features during the course of learning. A series of computer simulation studies were conducted to assess the ability of these networks to label sounds accurately, to learn to recognize sounds without labels, and to learn feature representations of continuous speech. The studies demonstrated that the networks can learn to label presegmented naive sound tokens with accuracies of up to 95%. Networks trained on segmented sounds using a strategy that requires no external labels were able to recognize and delineate sounds in continuous speech. These networks developed rich internal representations that included units that corre-

sponded to such traditional distinctions as vowels and consonants, as well as units that were sensitive to novel and nonstandard features. Networks trained on a large corpus of unsegmented, continuous speech without labels also developed interesting feature representations that may be useful in both segmentation and label learning. The results of the studies, while preliminary, demonstrate that back-propagation learning can be used with complex, natural data to identify a feature structure that can serve as the basis for both analysis and nontrivial pattern recognition. (Author/FL)

Hugenberg, Lawrence W. O'Neill, Daniel J. Identifying Critical Issue Speech Topics Utilizing the Nominal Group Technique.

Pub Date—May 87

Note—21p. Page.

Pub Date—May 87

Note—21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—WP01/PC01 Plus Postage.

Descriptors—WP01/PC01 Plus Postage.

Descriptors—Controversial Issues (Course Content), Critical Thinking, "Current Events, Group Discussion, Higher Education, Persuasive Discourse, "Public Speaking, Rhetorical Invention, "Speech Communication, "Speech Curriculum, "Teaching Methods, World Problems
Identifiers—Nominal Group Technique, "Topic Selection

lection

To illustrate the incorporation of liberal arts values into the speech communication curriculum, this
paper presents a rationale for creating a public
speaking course that emphasizes the analysis of current critical issues. The paper argues that by requiring students to speak on important issues, rather
than on personal topics, they will need to research
historic and contemporary perspectives on their than on personal topics, they will need to research historic and contemporary perspectives on their topic. It also contends that students will be more likely to use the methods for speech preparation as they have been taught by their teachers and textbooks. Further, the paper asserts that students will benefit from the opportunity to delve deeply into one particular topic and give each assigned speech on that same topic, while pointing out that by assigning critical topics, teachers will be able to grade both the content and delivery of student speeches. The paper then describes a nominal group process both the content and delivery of student specenes. The paper then describes a nominal group process exercise for determining issues that students per-ceive to be of current importance, and provides a sample list of those issues. Finally, the paper dis-cusses the use of the nominal grouping technique in other types of speech courses, such as business and professional speaking. (SRT)

ED 280 092

Sotirin, Patty
The Good Man Speaks: A Rhetorical Analysis of
the Charismatic Organizational Leader.
Pub Date—Feb 87

Note—19p.; Paper presented at the Annual Meet-ing of the Western Speech Communication Asso-ciation (58th, Salt Lake City, UT, February 14-17,

Pub Type-- Speeches/Meeting Papers (150) -

1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classical Literature, Compliance (Psychology), "Employer Employee Relationahip, Leadership, "Leadership Styles, "Organizational Communication, Power Structure, "Rhetoric, Rhetorical Criticism, "Social Control Identifiers—"Charisma, Enthymeme, Organizational Behavior
Followers attribute authority to charismatic leaders through their faith and belief in them and in their molves an interaction of leader, followers, and moral order; in the eyes of the followers, the leader personifies that order. Authority must come from below because the ultimate decision to cooperate rests with the employee. True charismatic leaders are able to place themselves and their mission beyond the realm of the ordinary and thus extract extraordinary effort, dedication, and faith from followers. These leaders are persuasive through the use of a modified enthymeme, one that adapts the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience for itself rather than adapting itself to the audience to itself rather than adapting itself to the audience to itself rather than adapting itself to the audience. Charismatic leadership effects its rhetorical appeal as much through the leader's persons as through the rational force of logical form. The ancient Roman concept of "vir bonus" or "good man" was extrinsic to the speaking situation; it was an accumulated perception based on a record of civil service. The

Roman orator appearing to have strong moral character was able to persuade on the basis of this "good man" status. Similarly, the charismatic organizational leader embodies the aspirations and values of the organization, and with his or her character provides the persuasion that elicits obedience and commitment. This rhetorical perspective should facilitate critical analysis of the ethics at work in contemporary organizational culture. (SRT)

ED 280 093 CS 505 530
Staley, Constance Courtney Shockley-Zalubak,
Pamela
Triangulation in Gender Research: The Need for
Converging Methodologies.
Pub Date—Feb 87
Note—33p; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers

(120)
EDRS Price - MF0L/PC02 Plus Postage.
Descriptors—Case Studies, "Communication Research, Comparative Analysis, Data Collection, Decision Making, Females, "Holistic Approach, Interpersonal Communication, Literature Reviews, Males, "Organizational Communication, "Research Design, "Research Methodology, "Sex Difference and Price of the Pri

rivews, Males, "Organizational Communication, "Research Design, "Research Methodology, "Sex Differences Identifiers—"Triangulation Research on sex differences in communication has produced mixed and contradictory results. An erroneous overlap exists between self reports of male-female behaviors, others' reports of perceived behaviors, and stereotyped projections based on social conditioning. The solution to this confusion in gender communication research may be triangulation, or the use of multiple and diverse data sources and collection techniques. Triangulation as a methodology for understanding the female experience holds promise because it encourages the convergence of traditional and non-traditional data by admitting multiple perspectives. The use of triangulation to compare males and females in organizations could help explain why male and female professionals who have similar backgrounds and exhibit similar preferences for leadership and leadership communication styles experience different rates of promotion within organizations. One example of a research design using triangulation compared male and female communication behaviors were evaluated in terms of effectiveness. Research instruments included self reports, collection of demographic and career data, personal interviews, videotaped decision making interactions, content analysis of the tapes, and evaluations by business professionals. Triangulation allowed for a more holistic evaluation of sex differences in communication. (An eight-page list of references is provided.) (SRT)

munication. (An eignt-page isst of references is provided.) (SRT)

ED 280 094

CS 505 535

Reisch, Robert J. Bailard-Reisch, Deborah S.
Coaching Strategies is Contest Persuadive Speaking, A Guide to Coaching the Novice.

Pub Date—8 Nov 85

Note—34p; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plas Postage.
Descriptors—Debate, Higher Education, "Oral Interpretation, "Persuasive Discourse, "Public Speaking, Rehetorical Invention, Secondary Education, "Speeches, "Speech Instruction Identifiers—"Coaching, Debate Tournaments
Forensic coaches can follow certain strategies to best instruct new recruits. The novice should be encouraged: (1) to check the particular rules for each tournament; (2) to stick with traditional oratory forms—innovation can come later; (3) to watch "60 Minutes" or the evening news—excellent sources of timely topics; (4) to avoid emotionally laden topics such as abortion or school prayer; (3) to research thoroughly each topic; (6) to use an outline—it allows the student and coach to check the logic of the speech throughout the preparation process; (7) to maintain a proper balance between logical and emotional proof; (8) to use evidence ethically (quote in context; give credit to the author); (9) to print the outline on an index card and use it instead of notes when delivering the speech; and (10) to practice extensively. Recently, a number

of complaints have been raised about how persua-sion and oratory are being practiced around the country. Coaches and judges can do a great deal to emocurage positive change in competitive events by making sure they explore the best and most effective ways for novices to learn the ins and outs of persua-sion. (Sample outlines are included, and a sample persuasive speech is appended.) (AEW)

ED 280 095

Zimmermann, Stephanie
The Return to Messages: Perspectives on Discourse Analysis and Conversational Coherence.
Pub Date—Apr 87

Noto—49p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDBS Pater APPAL (2009)

Analyses (070) — Speeches/Meeting Papers (130)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Codification, "Coherence, Communication (Thought Transfer), "Communication, "Discourse Analysis, Interpersonal Communication, Models, Research Opportunities Identifiers—"Conversation, Models, Research Opportunities Identifiers—"Conversation, Models, Research Opportunities Identifiers—"Conversation Focusing on the increasing attention of communication scholars to the production of conversation, this paper outlines three broad perspectives on discourse analysis: (1) codification, which involves discourse analysis; (2) coordination, which requires a search for mechanisms that coordinate conversation, exchanges and focus on the structure of discourse, cognitive rules, and resource exchange models of discourse; and (3) cooperation, which views communicators as active, goal seeking agents in understanding the production of conversation and is concerned with cooperative dialogue and contexts for conversation. The historical development of each perspective is a ketched, and within each one of these some theoretical approaches concerned with conversational coherence are discussed. In addition, each perspective is examined in terms of the felicity conditions suggested by W. Pearce and V. Cronen, who argue that a theory should be evaluated on the basis of its utility. The paper's analysis of codification, coordination, and Pearce and V. Cronen, who argue that a theory should be evaluated on the basis of its utility. The psper's analysis of codification, coordination, and cooperative models reveals critical issues and important differences in various scholars' conceptualizations of conversation. The utility of the cooperative perspective in examining the accomplishment of coherent discourse is demonstrated. Suggestions for future directions in message analysis and researching conversational coherence are offered. (Seven pages of references are provided). (JD)

ED 280 096 CS 505 538

ED 280 050 Scibert, Joy Hart Language Research across the Three Nonfunction-alist Paradigms: A Theoretical and Methodologi-cal Examination. cal Examination. Pub Date—Apr 87

rub Date—Apr 87
Note—51p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
\*\*Dub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

Pub Type—Reports - Research (14:3) — Speeches/Meeting Papers (15:0)
EDRS Price - MP0L/PC03 Plus Postage.
Descriptors—\*Communication Research, Discourse Analysis, \*Language Research, \*Language
Usage, \*Linguistic Theory, Models, \*Organizational Communication, Philosophy, \*Research
Methodology, Research Needs, Social Psychol-

ogy
Noting that language is a powerful symbolic activity in need of attention in the organizational research realm, this paper examines language research
in organizational settings across three nonfunctionalist paradigms: the interpretive, the radical humanist, and the radical structuralist. Within each paradigm, the paper discusses theoretical underpin-nings, research methodologies, study findings, and implications of existing work for future research ungs, research methodologies, study findings, and implications of existing work for future research. The paper concludes that functionalist paradigms have for too long constrained research choices and stifled knowledge development, and that nonfunctionalist paradigms can help researchers to address interesting and untapped areas of organizational life. (FL) ED 280 097 CS 505 539

readelescent Support Networks: Evidence for the Peer Counselor Construct Waltman, Patricia Ama Presdelescent Support

Prescuescent Support Networks: Invascues for the Peer Counselor Construct.

Pub Date—Apr 87

Note—23p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Communication Research, "Group Dynamics, Individual Characteristics, Intermediate Grades, "Interpressonal Communication, "Network Analysis, "Peer Counseling, Peer Groups, "Preadolescents, "Social Support Groups, Stress Management Based on the belief that preadolescence is a highly stressful time of development and a period when

Groups, \*Preadolescents, \*Social Support Groups, Stress Management Based on the belief that preadolescence is a highly stressful time of development and a period when people need support from peers to cope with stress, a network analysis was used to examine the social support networks of preadolescents and the behavior of central network members. Subjects, 2d-sixth-grade children, completed specially constructed questionnaires concerning peer networks. In addition, to determine degrees of acceptance, rejection, and supportiveness, each child was asked to nominate three classmates with whom they most liked to play and three with whom they most liked to play. The number of nominations each received to play. The number of nominations was used as an index of perceived supportiveness. Results indicated that children's social networks were clearly distinguishable by the roles played by their members and that the children perceived by peers as most supportive exhibited behaviors resembling those of natural peer counselors, and were the most highly accepted members of the peer group. Results also confirmed that children can accurately identify members of their network and the types of interactions among members, and that support is indeed a salient feature of preadolescent friendship. Finally, and the types of interac-tions among members, and that support is indeed a aslient feature of preadolescent friendship. Finally, the results offer further support for the construct of the "peer counselor" as identified by Burleson and Waltman. (FL)

CS 505 540 ED 280 098

Carlson, A. Cheree Hocking, John E.

"A Message for My Brother": The Vietn
ans' Memorial as Rhetorical Situation
Pub Date—10 Apr 87

aus" Memorial as Resourcal Situation.

Pub Date—10 Apr 87

Note—24p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Catharsis, Content Analysis, Death, Discourse Analysis, "Grief, "Interpersonal Communication, Letters (Correspondence), "Rhetoric, "Rhetorical Criticism, "Symbolism, Veterans Identifiers—"Rhetorical Situation, "Vietnam Veterans, Vietnam War, War Memorials An examination of letters left at the Vietnam Veteran's Memorial in Washington, D.C. between November, 1984 and April, 1986 revealed that the memorial serves as a rhetorical situation that urges its visitors to eloquence. The memorial is an excel-

memorial serves as a rhetorical situation that urges its visitors to eloquence. The memorial is an excel-lent proving ground for situational theory because the interaction of site and perception is vital to the communication created by the rhetor/audience. The memorial consists of two walls of granite in a v-ahape, inscribed with the names of those who died in the Vietnam War. Those who leave messages at the memorial treat it as a commemoration, a gravein the viction war. I note who leave messages at the memorial treat it as a commemoration, a grave-site, a spiritual medium, and an apology to the dead. The motivation behind visitors' responses seems to The motivation behind visitors' responses seems to be a search for healing; each rhetor is searching for some form of peace. Visitors are moved to eulogize the dead in ways that personalize the memorial. The messages left behind suggest that for many, visiting the memorial is cathartic. And for some, the messages and the memorial serve as a medium for speaking to the dead. Finally, visitors use their mes-sages to apologize for being alive when a friend is dead. The responses arise from each visitor's subjec-tive needs, but the memorial serves as a rhetorical situation transforming these internal respons rhetoric. (SRT)

CS 505 541 Garko, Michael G. Cissna, Kenneth N. Communication and Values: An Axiological Reinterpretation of I. A. Richards's Theory of Com-

Identifiers—"Axiology, Logical Positivism, "Richards (I A)
Arguing that rhetorical theorist I. A. Richards has a significant contribution to make to the continuing dialogue regarding communication and values, this paper examines Richards' thinking concerning the communication-values relationship. The paper notes that the neglect of Richards' work by communication theorists is due largely to a misunderstanding of his perspective-often seen as a narrow positivism holding that values and communication are separate. A reanalysis is proposed, based on the view that Richards was an axiologically oriented theorist concerned with links among choices, values, and communication. The analysis proceeds in three steps: (1) an outline of Richards' theory of value, which synthesizes ideas found in a number of works; (2) a discussion that relates his theory of values to his ideas regarding communication, especially as they appear in his "theory of comprehending" and the associated idea of "feedforward"; and (3) a demonstration of the practical utility of the analysis, conducted by looking at the research on compliance and compliance-gaining, to show how Richards' scheme for understanding the communication-value relationship can inform contemporary communication scholarship. (FL)

ED 280 100

Garner, Patrick H.

Universals of Nonverbal Behavior: A Review of

Literature and Statement of Implications.

Pub Date—Apr 87

Note—18p; Paper presented at the Joint Meeting
of the Central States Speech Association and the
Southern Speech Communication Association
(St. Louis, MO, April 9-12, 1987).

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MPDI/POSI Plus Postage.

Descriptors—Behavior Patterns, \*Behavior Theories, Communication, \*Nonverbal

Communication, \*Nonverbal nes, Communication (Hought Transter), "Inter-cultural Communication, "Nonverba Communication, Social Theories Identifiers—"Communication Behavior, Communi-cation Patterns, "Cultural Universals, Elbl Eibes

cation Patterns, "Cultural Universals, Eibl Eibesfeldt (Irenaus), Ekman (Paul)
Universals in nonverbal behavior represent an important issue in the study of the cross-cultural comnunication. Ferhaps the most well-known research
in nonverbal universals was conducted by Paul Ekman, who examined literate and preliterate cultures
from various language groups and identified six universal facial expressions: happiness, sadness, disgust, surprise, fear and anger. Another notable
researcher, Irenaus Eibl-Eibesfeldt, studied children
born with sensory, mental, and physical denrivaresearcher, Irenaus Eibl-Eibesteidt, studied chistren born with sensory, mental, and physical deprivations and discovered crucial factors in the roles 
played by learning and inheritance in the development of expressive behavior. He also conducted important research on universals in 
approach-avoidance behavior. Other research has 
focused on the development of the human smile and approach-avoidance behavior. Other research has focused on the development of the human smile and two other closely related nonverbal universals: mutual gaze and the infantile eye fixation. Other non-verbal universals studied include interactional synchrony, body movement and speech rhythm, quasi-courtship behavior, and turn-taking. Researchers offer conflicting explanations of the historical development of universal human communication structures. A position supporting genetic-environmental interaction balances these explanations. The concept of survival value seems to be the most reasonable explanation of the exact origin of specific behaviors. However, the notion of opposities represents a deeper, unifying structure in opposites represents a deeper, unifying structure in cross-cultural communication that ties together theories of nonverbal behavior, linguistics and myth. (JD)

ED 280 101 CS 505 543 Pohl, Gayle M.
The Effects of Intercultural Communication on

Viewers' Perceptions.
Pub Date—Apr 87
Note—37p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Best copy available.

available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Attitude Change, \*Audience Analysis, Cultural Awareness, Cultural Images, Culture
Conflict, Foreign Countries, Higher Education,
"Intercultural Communication, \*Mass Media Effects, Television Research, Undergraduate Students.

\*Intercultural Communication, \*Mass Media Elffacts, Television Research, Undergraduate Students
Identifiers—Audience Research, \*Audience Response, \*Docudramas, Muslims, Saudi Arabia
Three studies explored the impact of the controversial television docudrama \*Death of a Princesa\*
on viewers' attitudes, comprehension, and desire to
continue viewing the film. Sixty students in undergraduate communication classes participated in
Study I, which measured attitude change induced
by the film, relative to the viewers' prior knowledge
base. Ad different group of 60 communication undergraduates took part in Study II, in which the same
procedures were used, but attitude change relative
to the viewers' level of religiosity was measured.
Study III used a third group, 40 undergraduates enrolled, as were the others, in communication classes,
to examine attitude change relative to personal evalsustion of two concepts: "Saudi Arabia," and "Moslem." Each group was divided equally into those
who reviewed the film and those who did not. Although it was hypothesized that viewing the docudrama would induce a more negative attitude
toward Saudi Arabia, results indicated that a sweeping attitude change did not occur. Contrary to findings of previous research, men were found to be
more persuadable than women. In addition, the conrol group developed a more positive attitude
toward Saudi Arabia, while the group that actually
viewed the film showed negative tendencies. Plausble explanations include: an inappropriate level of
complexity for intercultural communication, differing conceptual schemes between groups, and previous exposure to medic cultural bias. Overall, results
suggest that the Saudi goverament's protest and the
general international concern prior to the airing of
the docudrama were unwarranted. (Data tables are
appended.) (Author/NKA)

ED 280 102 CS 505 546 McDermott, Steven T. And Others
Adult Product Advertising to the Adolesc
ence: The Case of Smokeless Tobacco.

ence: The Case of Smokeless Tobacco.

Pub Date—Apr 87

Note—22p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Contains small

print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Adolescents, \*Advertising, Audiences, Consumer Protection, \*Content Analysis, Intermediate Grades, \*Mass Media Effects, Secondary Education, Television Commercials, To-

Intermediate Grades, \*Mass Media Effects, Secondary Education, Television Commercials, Tobacco
Identifiers—\*Smokeless Tobacco
Prior to the 1986 advertising ban, a study measured the effects of smokeless tobacco advertising on young people. A questionnaire was administered in the spring of 1985 to 133 sixth, eighth, and tenth grade students in rural Georgia. The probability of exposure to smokeless tobacco ads was measured by: (1) the number of hours per week the student watched television; (2) Saturday television viewing (sports programs); and (3) the number of hours spent watching baseball games on television. Credibility and likability indexes evaluated the impact made by celebrity endorsers, and harm/comparative harm indexes gauged students' perceptions of smokeless tobacco as a carcinogen and its risk as compared to cigarettes. Twenty-one percent of the students reported that they either chewed tobacco or dipped smiff. Less than 15% of the females used smokeless tobacco, while 29% of the males reported doing so. Only 10% of blacks in the study used smokeless tobacco. Most students found the ada at least "sometimes believable," and there was a simple correlation between exposure to baseball and use. Both knowledge sbout Cale Yarborough-highest rated celebrity endorser-and general knowledge

of endorsers were related to more use, with celebrity "likability" proving more significant than "crediba-ity." Eighth and tenth graders reported increasing use, and sixth graders with higher exposure to base-ball displayed positive attitudes toward smokeless tobacco. (Tables of survey results are included.) (AEW)

ED 280 103

CS 505 549

Cooper, Martha Public Discussion of Nuclear Warfare: A Time for Hope. Pub Date-10 Apr 87

Pub Date—10 Apr 87

Note—40p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PC02 Pus Pestage.

Descriptors—Activism, Censorship, "Communication (Thought Transfer), Disarmament, Disclosure, Discourse Analysis, Government Role, Nuclear Technology, "Nuclear Warfare, "Political Issues, "Public Opinion, Social Action, Social Change

rs-Communication Patterns, \*Public Dis-

Identifiers—Communication Patterns, \*Public Discourse
Anti-nuclear discourse, which peaked in 1981-82, signaled an emergence of public discourse on the nuclear warfare issue. During the development of the original atomic bomb, public discourse on the issue was severely restricted, but immediately after the bombing of Hiroshima and Nagasaki, discourse on the subject increased. During the Cold War era, serious discourse occurred within only a few special interest groups supporting disarmament and among government officials and foreign policy elites. Discussion during the early 1960s centered on the controversy surrounding testing. In 1981-82, the American public began attending to and generating discourse on the subject of nuclear warfare. Many books, monographs, and films were produced illustrating the effects, especially the negative effects, of nuclear war. Little imaginative literature dealt with the subject; instead the discourse emerged in serious, non-fiction realms. In these works, the cause of the potential for nuclear holocaust is political, specifically either deception by the government, national sovereignty, or citizen pathy or ignorance. Contemporary discussion of nuclear warfare signals a reversal in the speaker-sudience relationships. In the past, elite experts directed their comments toward the populace; now the public itself is gaining legitimacy as a voice on this issue. (SRT)

CS 505 551

legitimacy as a voice on this issue. (SK1)

ED 280 104

Vangelisti, Anita L.

Vallelity Testing: A Systematic Examination of Social Consensus and Intersubjectivity in Qualitative Observation.

Pub Date—Apr 87

Note—33p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—"Communication Research, Comparative Analysis, Group Discussion, Group Dynamics, Higher Education, Interaction Process Analysis, "Observation, "Qualitative Research, Research Methodology

Communication scholars have addressed a number of theoretical issues concerning the basis of knowledge and reality. They have not, however, accompanied their theories with parallel empirical studies. Given the important implications such work might have for the interpretation and generalizability of observer accounts, two studies were conducted during a weekend workshop on qualitative research methods. The first study examined similarities and differences in four groups' accounts of an event to which all were uniformly exposed. Comparisons were made between group descriptions to determine the degree to which groups of individual accounts agree. The second study involved nine intensive interviews with the members of one of the four groups, who were asked to provide descriptions of an event experienced by all. Data were compared between individual group members. Results of the studies indicated in general that the group accounts were consistent within each group, but that individual accounts accounts varied in both focus and specificity. (FL)

ED 280 105 CS 505 552

ED 280 105

Wallace, Sam Skill, Thomas

A Behavioral Analysis of Communication Competence in Negotistion.

Pub Date—Apr 87

Note—31p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price—MP01/PC02 Plus Postage.

Descriptors—Behavior Patterns, "Communication Research, "Communication Skills, Conflict Resolution, Discourse Analysis, Higher Education, "Interraction Process Analysis, Interpersonal Communication, Interpersonal Competence," Persuasive Discourse Identifiers—"Communication Behavior Identifiers—"Communication Identifiers—"Communicati

Communication, interpersonal Competence, 
Persuasive Discourse in Behavior 
A study examined the relationship between interaction involvement-a kind of communication competence-and communication behavior in a
negotiation setting. Subjects, 120 college students,
completed the Interaction Involvement Scale and
were placed in same-sex dyads of three types: (1)
mixed dyads of one high- and one low-involved subject; (2) same-level dyads composed of two
high-involved subjects; or (3) same-level dyads
composed of two low-involved subjects. Each dyad
was videotaped as it engaged in a negotiation scenario. The transcripts were then coded for type of
negotiation strategy used-assertions, argument asnario. The transcripts were then coded for type of negotiation strategy used-assertions, argument assertions, reflutations, countersupport statements, statements of blame, and other strategies. Results abowed that subjects who were higher in interaction involvement used a significantly different negotiation strategy than subjects who were lower in involvement. Specifically, the high-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects used in the study are spended.) (FL)

ED 280 106 CS 505 553

Hall, Donna R.
Oral Interpretation: An Approach to Tenching Secondary English.

Secondary Engliss.
Pub Date—Apr 87
Note—15p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Appendix has

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Creative

Guides - Classroom - Teacher (052) — Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Deacriptors - Adolescents, Choral Speaking, English Instruction, Interdisciplinary Approach, \*Learning Processes, Literary Genres, \*Literature Appreciation, \*Oral Interpretation, Oral Reading, Poetry, Readers Theater, Secondary Education, Story Telling, Student Motivation, \*Teaching Methods Identifiers-Bride Comes to Yellow Sky (Crane) Oral interpretation facilitates the learning processes of adolescents by making the presentation of subject matter more interesting and meaningful to them, helping them feel involved, and providing them with an opportunity to perceive literature in action. Narrative literature is a good place to begin oral interpretation activities, since storytelling increases students' speaking ability and helps them develop techniques to hold audience attention. Presenting prose, poetry, and drama in a storytelling, choral reading, or readers theater format can also be an exciting way to explore literature. Choral reading helps illustrate comparison and contrast, rhyming patterns, alliteration, and imagery. Reading poetry aloud helps improve students' attitudes toward poetry. For example, a class activity in which each student contributes a line to create a ing poerly about helps improve students attitudes toward poerly. For example, a class activity in which each student contributes a line to create a poem is easy fun, and productive. Music, another source of inspiration to writing and reading poerty, can help make a students' presentation interesting. In addition to classroom assignments, performance activities can stimulate productive student endeavors. For example, presenting Stephen Crane's "The Bride Comes to Yellow Sky" in a readers theatre

format can help this story come alive for studes (This story, arranged by Billy Watson, is append as is an exercise for writing a poem.) (JD)

ED 280 107 CS 505 555
Seeger, Matthrw W.
The Challenger Tragedy and Search for Legitimacy; Implications from an Organizational Communication Perspective.
Pub Date—Apr 87
Note—26p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

(020)

(070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Problems, Communication Research, Credibility, Government Role, "Integrity, "Organizational Communication, Public Relations, "Space Exploration Identifiers—"Challenger Disaster, Legitimacy (of Government), "National Aeronautics and Space Administration."

Administration

Government). "National Aeronautics and Space Administration
Observing that the explosion of the space shuttle "Challenger" had a profound impact upon the American public, this paper argues that its most direct impact was upon the National Aeronautics and Space Administration (NASA). Specifically, the paper argues that the explosion was a crisis that resulted in loss of legitimacy for the space agency. Definitions of two terms are provided. (1) A crisis is defined as a major event in an organization's history that results in change. (2) Legitimacy is defined as a status conferred upon an organization by external social actors that results in a larger social justification of the organization and its activities. The paper then examines the Challenger explosion as a crisis in legitimacy and explores NASA's behavior under crisis conditions. The paper next discusses crisis as loss of legitimacy and reviews NASA's efforts to establish legitimacy both before and after the tragedy. The paper concludes that specific target goals, such as a mission to Mars, are necessary if NASA is to repair the serious damage caused by the "Challenger" explosion and to reestablish itself as a legitimate institution. (FL)

ED 280 108

White, Kim DeWine, Sue
Life Cycles and Communication Satisfaction: Do
"Disco Kids" Make More Satisfied Employees?

"Disco Kids" Make More Satisfied Employees? Pub Date—Apr 87
Note—27p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PO12 Plus Pustage.
Descriptors—"Adolescents, "Age, "Communication Research, Communication Skills, Cultural Influences. Employer Attitudes. Employer

Descriptors—"Adolescents, "Age, "Communication Research, Communication Skilla, Cultural Influences, Employee Attitudes, Employee Employee Relationship, Individual Characteristics, "Interpersonal Relationship, "Job Satisfaction, "Organizational Communication Identifiers—Communication Satisfaction and A study examined how age and the period of adolescence affect communication satisfaction and other organizational variables. Psychological and sociological profiles suggest that there should be differences between three age groups: "Traditionalist," individuals whose adolescence took place during the late 1950s, "New Breed," individuals whose adolescence took place during the late 1950s, "New Breed," individuals whose adolescence was during the early 1970s. The International Communication Association National and Regional Data Bank was used as a source of demographic, communication satisfaction, job satisfaction, and information adequacy data gathered through communication audits of over 6,000 people in more than 40 organizations over a nine-year period. Analysis of variance was conducted among the three age groups on the scales measuring levels of satisfaction. Results showed significant differences between the age groups regarding satisfaction with organizational outcomes and restances of their jobs and work relationships, while "Disco Kids" appeared to be harder to satisfy in terms of their jobs and work relationships, while "Disco Kids" appeared to have a greater chance of being satisfact. The findings suggest that organizational leaders and researchers need to examine environmental factors as well as individual traits when attempting to understand what contributes to perceptions of communication descriptions.

nication and job satisfaction and information adequacy. (FL)

ED 280 109 CS 505 560 Forst, Edmund, Jr. Beatty, Michael J.
Androgyny as a Predictor of Disclosure to Parents.
Pub Date—May 87

Anarogysy as a Predictor of Disclosure to Parents.
Pub Date—May 87
Note—21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)
EDRS Price—MPOI/PCOI Plus Postage.
Descriptors—Androgyny, "Communication Research, Interaction, "Interpersonal Communication, Mental Health, "Parent Child Relationship, Parent Influence, Personality Traits, Predictor Variables, Self Concept, "Self Disclosure (Individuals), Self Expression, Sex Differences, "Sex Role, Undergraduate Students
Identifiers—Paychological Gender
A study proposed a predictive model to explain

Identifiers—Psychological Gender
A study proposed a predictive model to explain
self-disclosure to parents based on biological sex of
subject and perceived psychological sex typing of
the parent. It was hypothesized that: (1) the linear
combination of biological sex type of subject and
subjects perception of mother (psychological
scores) would significantly predict self-disclosure
scores to an individual's mother, and (2) the linear
combination of biological sex type and perception of
father (psychological score) would significantly predict self-disclosure scores to an individual's father.
Subjects, 184 undergraduate students, completed
two scales, Jourard's Self-Disclosure Scale (JSDQ
60) and the revised Bem's Sex-Role Inventory
(BSRI), in response to a target parent, either father two scales, Jourard's Self-Disclosure Scale (JSDQ 60) and the revised Bem's Sea-Role Inventory (BSRI), in response to a target parent, either father or mother. Results suggest that a two-variable predictive model of disclosure to parents can be developed based on biological sex of subject and perceived psychological sex typing of the parent. In Model 1, biological sex of the disclosure and both feminine and masculine traits of the mother accounted for some of the variance in self-disclosure scores, indicating that biological sex is influential in disclosure to the mother. Findings for Model 2 indicate that the perceived psychological sex type of the father accounted for a quarter of the variance in self-disclosure scores, suggesting that biological sex does not significantly influence disclosure to an individual's father. Although biological and perceived psychological sex typing cannot account for 100% of the variance in self-disclosure scores, the present study demonstrates a statistically significant theoretical relationship to self-disclosure actually experienced in communication between parent and child. (NKA)

ED 280 110 CS 505 561

Fulmer, Hal W.
The Reverend Moses Drury Hoge and the South's Constitutional Apologia for the Civil War.
Pub Date—Nov 86

Pub Date—Nov 86 Note—23p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers

Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Civil War (United States), "Reconstruction Era, Regional Attitudes, Revolutionary War (United States), United States History Identifiers—"Hoge (Moses Drury), "United States (South), United States Constitution

The Reverend Moses Drury Hoge, one-time personal minister to Stonewall Jackson, defended secession as the South's attempt to preserve the Constitution in its original mission while eulogizing Jackson at a ceremony in 1875. Hoge drew upon the historical legacy of the American Revolution to suggest that the colonies had also formed a separate government and "seceded" from Great Britain. According to Hoge, the Constitution not only guaranteed the privilege of secession, but that the salvation of such a holy document demanded the region go to war. Furthermore, he maintained, the justification for the South's entry into civil conflict was a result of its efforts to preserve the principles upon which American political theory was founded. Hoge predicted that the loss of the Constitution, through Northern subversion, would have an impact on the entire nation, and to forestall a state of national emergency, he implored the North to return to a strict reading of the Constitution, Since the South alone possessed the essence of the Constitution, the region could lead the way back to its principles,

providing a redemption for the country. But this process had to begin with northern recognition of its constitutional abuses. In light of such postwar rhetorical defiance, the South's separateness for at least a century after Appomattox is more easily understood. (AEW)

ED 280 111 CS 505 562

ED 280 111 CS 505 562 Walker, James R. Mediated Violence: The Contribution of MTV. Pub Date—May 87 Note—18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987). Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 7, Grade 11, \*Mass Media Effects, Secondary Education. \*Television Research, Television Surveys, \*Television Viewing, \*Violence Hendiffers—\*MTV Audience Response

search, Television Surveys, \*Television Viewing, \*Voilence Identifiers—\*MTV Audience Response
Noting that perceived violence in society has been found to be positively and significantly related to television viewing and especially related to the viewing of highly violent television, a study examined the relationship between MTV (Music Television) viewing and perceived violence in society. Subjects, 116 seventh grade students and 107 eleventh grade students, recorded their daily exposure to television for one week and completed a questionnaire to measure exposure to films and books during the previous two months. All programs, films, and books were categorized as either high violence or mild violence types; MTV was categorized as a high violence types. Results suggest that concern about the high levels of violence in music videos may be exaggerated. For the seventh grade students, MTV viewing was negatively and significantly related to the viewing of high violence books and positively related to the viewing of mild violence films. For the eleventh grade students, MTV viewing was negatively related to viewing high violence action/crime television programs and positively related to mild violence daytime soaps and mild violence books. (A table of statistics is appended.) (SRT)

CS 505 563

Singletary, Michael W., Ed.

Selected Works from the Proceedings of the Annual Communications Research Symposium (9th, Knoxville, Tennessee, April 10-11, 1966). essee Univ., Knoxville. Coll. of Communica-

tions.

tions.
Pub Date—Aug 86
Note—229p.
Pub Type— Reports - Research (143) — Guides Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Administrators, "Audience Analysis,
Censorship, "Communication (Thought Transfer), "Communication Research, "Consumer Economics, Film Criticism, "Mass Media Effects,
News Reporting, Recruitment, Religious Factors,
"Research Methodology, Research Reports, Student Research Surveys

News Reporting. Recruitment, Religious Factors, 
\*Research Methodology, Research Reports, Student Research, Surveys
Identifiers—Audience Response
Featuring I1 articles of original research, this collection presents selected works from the proceedings of the ninth Annual Communications Research
Symposium. Following are the titles and authors of
the articles included: (1) "Issues in Inferring Media
Effects from Surveys" (S. H. Chaffee); (2) "Expectancy Value Theory and Multidimensional Scaling:
Audience Perceptions of Campaign Coverage" (R.
E. Hurd; M. M. Miller); (3) "The Coorientation
Model as a Measure of Organizational Image" (N.
Browning); (4) "Voluntary Censorship: Government Control of Information during World War II"
(G. C. Johnson); (5) "Effects of Film Criticism on
Audience Interest, Attendance, and Evaluation"
(D. P. Badger); (6) "Patterns of Consumer Interest
in Specialized News" (T. Blick; H. H. Howard; J. P.
Quarles); (7) "Dogmatism and Intrinsic Religious
Orientation as Predictors of Good News/Bad News
Preference" (J. L. Hoyer); (8) "Galileo Methodology in Planning Information Campaigns for Recruiting Students to the College of
Communications" (E. L. Brannon; M. M. Miller);
(9) "What Can Be Learned from a Secret Newslice
City in Tennessee" (J. N. Adamson); (10) "10, 9, 8, ter about a Secret Army Detachment in a Secret City in Tennessee" (J. N. Adamson); (10) "10, 9, 8, 7.....Ranked Criteria Important in Leading University Journalism Programs" (R. C. Kochersberger, Jr.); and (11) "Professionalism and Page-One Con-tent of Tennessee Dailies" (M. W. Singletary; N. Turgeon), (JD)

ED 280 113 CS 505 564

ED 280 113
Miller, Keith A.

Developing as Extended Degree Program Takes
More Than Weels: General Considerations and
Issues in Getting Started.

Pub Date—Feb 87

Note—20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1047).

1987).
Pub Type— Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—"Administrative Organization, Adult
Education, "Curriculum Development, "Extension Education, Faculty College Relationship,
Faculty Development, Faculty Mobility, Higher
Education, Mobile Educational Services, Noncampus Colleges, "Nontraditional Education,
Nontraditional Students, Off Campus Facilities,
"Planning, Program Development, "Speech Communication, Speech Curriculum, Speech Instruc-

munication, speech curriculant, openical institution
Noting that creating an extension education program is more complicated than merely transporting
an existing program to an off-campus site, this paper
discusses the preliminary issues relevant to deciding
whether or not a communication department should
develop an extended degree program. The paper
first discusses the nature of nontraditional students
and of extended degree programs. It then discusses
various ways these programs may be structured and
the components of these programs. Finally, general
considerations for initial department discussions are
outlined, including the type of outreach effort desired, administrative issues, student issues, curricular issues, faculty issues, and quality control. (SRT)

CS 505 565 ED 280 114

Surlin, Stuart H. And Others
TV Network News: A Canadian-American Comparison. Pub Date—May 87

Pub Date—May 87

Note—24p.; Paper presented at the Joint Meeting of the Canadian Communication Association, the International Communication Association, and the Quebec Communication Research Association (Montreal, Quebec, Canada, May 1987). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Television, Comparative Analysis, Content Analysis, Cross Cultural Studies, Foreign Countries, "Information Dissemination, "Mass Media Effects, "News Media, "News Reporting, Television Research, Television Surveys, Television Viewing Identifiers—"Canada A study investigated the differences between tele-

revys. Television Viewing Identifiers—"Canada
A study investigated the differences between television news programming in Canada and the United States in three areas: ownership (public versus private), language (French versus English), and nation of origin (Canada versus the United States), in order to determine basic differences in network TV news content Canadian viewers may experience, depending on their news source. Network newscasts generated from a randomly constructed Monday-through-Friday week drawn from the final 3 weeks of October 1985 were coded and subjected to content analysis. Findings indicated that: (1) regardless of which television news they watch, Canadians and Americans do not receive in-depth reports of events; (2) Canadians viewing American network news will be exposed to virtually nothing about events in Canada; (3) in both countries, international news reporting tends to follow the same general criteria for newsworthiness (armed conflict, terrorism, etc.); (4) while politics and economics are the chief areas of focus on all networks, these topics are covered to a far greater extent on Canadian networks; (5) the profession of news reporter on privately-owned Canadian networks is almost exclusively male-network anchors are all male; and (6) there is no appa ern public or private ownership agenda concerning type of coverage, items covered, or issues or areas of coverage. (Data tables are included.) (NKA)

ED 280 115 CS 505 567 ty-Short, Dayle C. Tradition in the Heartland:

Women's Choices in the Nebraska Gabernatorial

Women's Choices in the Nebraska Gubernatorial Campaign.
Pub Date—Apr 87
Note—27p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Elections, \*Females, Feminism, Political Attitudes, \*Political Campaigns, \*Political Candidates, \*Political Issues, Sex Differences, Sex Role, State Officials, Television
Identifiers—Nebraska, Political Parties
Although the Nebraska gubernatorial race was the first statewide race in which both candidates were seed on the second of the statewide race in which both candidates were women, women's issues were seldom raised—even

Identifiers—"Nebraska, Political Parties
Although the Nebraska gubernatorial race was the
first statewide race in which both candidates were
women, women's issues were seldom raised—even
though both candidates thought the women's movement had helped to make their previous campaigns
successful. Because each candidate opposed abortion, neither was endorsed by any of the major
women's organizations. Both Kay Orr (Republican)
and Helen Boosalis (Democrat) were politically experienced nominees who won decisively in their respective primaries and were considered highly
competent by the traditionally conservative Nebraska voters. The Republican camp lost no time in
trying to brand the moderate Boosalis a liberalacharge she denied. Polls usually showed the candidates nearly even, although a greater percentage of
men favored Orr while more women polled chose
Boosalis. In the early stages of the race, the important issues seemed to be agriculture and its impact
on the economy, education, and the role of state
government. Economic issuest dominated the latter
part of the campaign, with the probable increase in
state taxes becoming the single most important concern. In three televised debates between the candidates, neither candidate made any serious mistakes,
but Orr was seen as more organized and direct with
her answers. The Republican Orr was the eventual
winner in an election that differed minimally from
a typical race between two male candidatesthe dominant issue turned out to be the voter's pocketbook. (Extensive notes are appended.) (NKA)

CS 505 570 ED 280 116

book. (Extensive notes are appended.) (NKA)

ED 280 116

CS 505 570

Frantz. Thomas S. Rushing. Janice H.

Autonomous Technology: Rhetoric of the Replicasts in Contemporary Claema.

Pub Date—Apr 87

Note—26p.; Parts may be marginally legible because of print irregularities. Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PCQ Plus Postage.

Descriptors—Characterization, Content Analysis, Discourse Analysis, Fiction, "Films, Media Research, Persuasive Discourse, "Rhetoric, Rhetorical Criticism, Technological Advancement, "Technology Identifiers—"Autonomous Technology, Blade Runner (Movie), "Replicants, Rocky IV (Movie), Terminator (Movie)

Developing a theme drawn from speculative writing of the inneteenth century—that technology, like biological species, undergoes a process of evolution—this paper explores the thesis that if technology divides from its human creators and perfects itself until it gains the capacity for self replication, it cannot return to its creator. Using rhetorical narration to chart how technological agency is becoming autonomous from the human agent, the paper analyzes three films: "Rocky IV," "Blade Runner," and "The Terminator." After showing how the mythic evolution of technology's perfection of itself is represented in the films, the paper considers what this myth implies for the state of the whole human being, as well as for the possibilities of reclaiming technology as an integral part of humanity. (FL)

ED 280 117

ED 280 117 CS 505 572

Byers, Peggy Yushas

A Burkean Perspective of Romantic Jealousy.

Pub Date—Apr 87

Note—20p; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Interpersonal Attraction, Interpersonal Commu-nication, \*Interpersonal Relationship, \*Jealousy, Rhetoric, \*Rhetorical Criticism Identifiers—\*Burke (Kenneth), \*Dramatistic Criti-

Rhetoric, \*Rhetorical Criticism Identifiers—\*Burke (Kenneth), \*Dramatistic Criticism Kenneth Burke's dramatistic theory of social movements can be applied to current romantic jealousy theories. Burke's dramaturgy has seven major elements: order, guilt, negation, victimage, mortification, catharsis, and redemption. These elements may all be transposed onto Burke's three critical motives: Order (status quo), Secret (differences between partners), and Kill (changing the old order for a new one). The dyadic relationship required for romantic jealousy to occur creates an order for itself comparable to orders in society. Negation occurs when one partner in a dyad deviates from the other's definition of how the relationship should be. Guilt can occur either before or after the negation. The guilt preceding negation is usually felt by the one who has broken the order. Guilt is experienced by the jealous partner after negation because that person feels he or she has done something wrong. Victimage is similar to scapegoating. Freud believed that one expiates the guilt of infidelity by projecting it onto the partner, or scapegoat. Victimage has been documented in which the jealous partner has attempted to punish either the rival or the romantic partner. Mortification is another means of expiating guilt, but places the blame on oneself. Mortification has also been documented involving victimage of the self, or suicide. The aspects of redemption and catharsis, in which the guilt is resolved and a new order is obtained, are only implicitly explored in the literature on romantic jealousy. (SRT)

CS 505 576 ED 280 118 Kino, Kenji Differences between Politeness Strategies Used in Requests by Americans and Japanese. Pub Date—[87]

Differences between Politeness Strategies Used in Requests by Americans and Japanese.
Pub Date—[87]
Note—20p.
Pub Type— Opinion Papers (120)
EDRS Price - MPGI/PCBI Plus Postage.
Descriptors—Communication Skills, Cultural Differences, Foreign Countries, Interaction, \*Intercultural Communication, \*Interpersonal Communication Communication, \*Interpersonal Communication, Interpersonal Competence, Language Usage, Social Status, \*Speech Acts
Identifiers—\*Communication Strategies, Communication Styles, Japan, \*Politeness, United States
In Japan, absolute social status and power relationships among people are clearer than in the United States. The Japanese language supports this social system with the use of a special polite language (\*keigo"), structural use of which is the same as polite language in English. The differences lie in the degrees of familiarity used and in the complexity of the relationship between speakers, as well as interpretations of the relationship. For example, in a request, if the listener is superior to the speaker, the Japanese tend to acknowledge that superiority more, using more negative politeness (the kind that minimizes imposition) than do Americans. In English, inviting others into a group by use of informal language is polite, whereas in Japanese keeping others outside the group is the polite form of behavior. Thus, Americans tend to use more positive politeness (the kind that satisfies the speaker's need for American English and nonnative English as a Second Language (ESL) learners on their perceptions of degrees of politeness, results indicated that mood contributes most to the politeness hierarchy, in this order: interrogative—most polite, (A set of 14 hypotheses to test politicness strategies in English is included and offered for testing.) (NKA)

CS 505 577 Perry, David K.
Uniform Media Effects and Uniform Audience

Responses.
Pub Date—May 87
Note—30p., Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120) — Information Analyses

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Audience Analysis, Cultural Con-text, Literature Reviews, Mass Media, "Mass Me-dia Effects, Media Research, Public Opinion, Television Viewing Identifiers—Audience Research, "Audience Re-sponse, "Cultural Hegemony, Media Role, Media

The idea that mass communication effects may decrease diversity among people or societies exposed to it arises constantly. However, discussions of mass media effects do not highlight differences between mass communications that "affect" people uniformly and messages that members of audiences "respond to" in similar ways. A number of modern theories concerning the effects of mass communication explicitly predict, or at least imply, homogenizing effects. The "mainstreaming" concept hypothesizes that television "cultivates" in heavy viewers an image of the world similar to that shown ing effects. The maintreaming concept hypothesizes that television "cultivates" in heavy viewers an image of the world similar to that shown on the screen. A refinement of the global cultivation hypothesis, "resonance," is said to occur in instances where specific issues have particular salience to people's everyday reality (or even perceived reality) and the combination resonates and amplifies cultivation. In most instances, resonance increases differences between or among so-call groups. Even though theoretical ideas concerning the influence of mass communication upon stereotyping, public opinion and culture imply uniform audience responses, the literature contains almost no examples of methods designed to test hypotheses about the uniformity of individual responses. People within a society will not necessarily be more homogeneous following the introduction of some form of media content, even if the content contributes to uniformity among the individuals exsome form of media content, even if the content contributes to uniformity among the individuals ex-posed to it. (Four pages of references are provided, and tables and graphs are included.) (NKA)

CS 505 579

Eadie, William F. Powell, Robert G. Rhetorical Sensitivity and Persuasive Con-tion Behavior.

tion Behavior.
Pub Date—Nov 86
Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
Pub Type—Speeches/Meeting Papers (150) — Research (142 Research 150)

Pub 1ype—Specines/nsecung spens (1-0)
ports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Communication Research, Compliance (Psychology), Higher Education, "Interpersonal Communication, Motivation Techniques,
"Persuasive Discourse, Rhetorical Criticism, Rhetricked Impusion.

\*Persuasive Discourse, Rhetorical Criticism, Rhetorical Invention Identifiers—Communication Strategies, Communication Styles, \*Persuasive Strategies, \*Rhetorical Sensitivity, Rhetorical Sensitivity Scale
A study examined the effect of communication style on use of different persuasive strategies. Subjects responded to a rhetorical sensitivity scale (RHETSEN) to determine their communication style: noble self, rhetorically sensitive, and rhetorical reflector. The persuasive style of the noble self can be characterized as straightforward and direct; the soal is to gain power; in the situation and use that cal reflector. The persuasive style of the noble self can be characterized as straightforward and direct; the goal is to gain power in the situation and use that power to push for compliance. The rhetorically sensitive person is concerned about relationships with others and makes situationally adaptive choices. Rhetorical reflectors have been characterized as wanting to fulfill persuasive objectives through the satisfaction of the needs of the other person. Drawing on a set of 558 dialogues written by college students enrolled in speech communication classes, the project analyzed the dialogues written by the 161 subjects who identified exclusively with one of the three styles. The dialogue writers responded to one of six different persuasive situations defined by levels of intimacy and power. Results indicated that the strategies of guilt and allurement distinguished rhetorical sensitives from noble selves and that altruism and aversive stimulation distinguished rhetorical reflectors from noble selves and rhetorical reflectors from boble selves and rhetorical reflectors from noble serves and that altruism and aversive stimulation distinguished rhetorical reflectors from noble serves and that altruism should be communication influence the way in which persuasive situations are preceived and enacted. (Tables and figures are appended. Examples of dialogues and related discussions are included.) (SRT)

ED 280 121 CS 505 582

Kipper, Philip The Television News Report as Persuasive Mes-

Pub Date-Feb 87 -30p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17,

- Speeches/Meeting Papers (150) - Re-

Pub Type—Speeches/Meeting Papers (190)—Reports - Research (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Discourse Analysis, Mass Media Effects, "News Reporting, "Persuasive Discourse, "Rhetoric, Rhetorical Criticism, "Television Research, Television Viewing Identifiers—"CBS Evening News, "Television

News
Three typical television news reports broadcast on
the "CBS Evening News with Dan Rather" in early
1987 were analyzed (1) to test the validity of the
assumption that news reports of this type are persuasive and therefore can be classified as rhetoric assumption that new reports of this type are per-suasive and therefore can be classified as rhetoric and (2) to gain insights into the message structure of the reports. The three reports analysed were: a business report on the rise of the stock market, a news story about how President Reagan's budget proposals affected his anti-drug program, and a news story about evangelist Oral Roberts' revelation that he would die if he could not raise several mil-lion dollars. The analyses, using neo-Aristotelian criteria, revealed the reports to be tightly packaged persuasive arguments, each defining oppositional is-sues, setting out logical deductive arguments, and supporting those arguments with reasoned and emo-tional evidence. In addition, each report defined an audience more specific than the mass audiance usu-ally assumed for network television news, then en-couraged that audience to accept the persuader's couraged that audience to accept the persuader's view by the use of value-laden statements and by certain credibility enhancing techniques. The findcertain creations; ennancing techniques. The lind-ings suggest that viewers should become more aware of the argumentative structure of news and the presentational formats in which that structure is presented. (Transcripts of the three news reports are

CS 505 585 Shockley-Zalabak, Pamela Staley, Consta

Courincy
Female Professionals' Organizational Behaviors,
Evaluations and Outcomes: Implications for Future Research.
Pub Date—Nov 86

Pub Date—Nov 86
Note—40p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Pras Postage.
Descriptors—Employed Women, "Employee Attitudes, Employer Employee Relationship, Goal Orientation, Occupational Surveys, "Organizational Climate, Personnel Integration, Professional Development, Professional Personnel, Promotion (Occupational), "Quality of Working Life, Sexual Identity
A set of propositions surrounding the gender issue

Life, Sexual Identity
A set of propositions surrounding the gender issue
within organizations is identified in this paper along
with research propositions which have implications
for future research. The paper's major thesis is that
career development is best understood when work
attitudes and behaviors are related to overall evaluation systems which result in organizational outcomes such as salary administration and upward mobility. First, a review of recent research on fe-male professionals is assembled to illustrate propositions emerging from: recent studies on work attitudes and behaviors; evaluations of attitudes and atitudes and behaviors; evaluations of attitudes and behaviors by self, peers, supervisors, and subordinates; and general organizational outcomes relating to promotional progress. Hypotheses resulting from the intersections of these three major research areas are then presented to suggest a direction for future research. The paper concludes by noting that, in order to compare male and female experiences within organizations, the context of research on female professionals must be broadened both quantitatively and qualitatively. Finally, it is asserted that only when the variables which influence reactions to gender are better understood will it become easier to predict outcomes based on behaviors and evaluations. Seventeen pages of notes and references are appended. (AEW)

ED 280 123 CS 505 586

ED 280 125
Curtis, Dan R.
Issues in Teaching Communication Training and
Development Courses.
Pub Date—Nov 86
Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association
(72nd, Chicago, IL, November 13-16, 1986).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Business Skills, Course Content, Curriculum Development, "Education Work Relationship, Higher Education, "Organizational Communication, Professional Development, Professional Training, "Speech Communication, "Speech Instruction, Student Needs, Teacher Education, "Training Methods Identifiers—Industry Needs, Professional Issues Noting the rapid increase in the training needs of industry, this paper argues that speech communication graduates with a strong background in organizational communication can meet those needs. Pollowing a brief discussion of the need for university speech communication departments to develop communication training courses, the paper identifies and discusses eight issues in teaching such courses, then offers ways to resolve the issues. The issues discussed are as follows: (1) Are speech communication educators shifting their mission from research and education to training or trade? (2) Are trainers and training techniques "fads or frills" that will disappear during economically troubled times or in a more enlightened age? (3) Is there any real difference between training and teaching? (4) Can speech communication graduates really be prepared to adapt to a business environment? (5) Are speech communication deucators qualified to teach course in communication training and development? (6) Should faculty and students of communication training and development roleans as plabus for a course in communication training course? and (8) Where does such a course fit into the curriculum? Appendices contain descriptions of 15 key training and development roles, a Sylabus for a course in communication training, and a list of trainer competencies. (FL)

ED 280 124 CS 505 589

ED 280 124

CS 505 589

Cooper, Thomas W.

Surreptitious Taping: The Arguments for and the Ethics against.

Pub Date—May 87

Note—18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—\*Codes of Ethics, Credibility, Human Dignity, Human Relations, \*Information Sources, \*Journalism, Media Selection, \*News Reporting, Persussive Discourse, Social Problems, Tape Recorders

corders
Identifiers—Giasser (Theodore L), Justificatory
Rhetoric, \*Media Ethics
Much discussion within media ethics has focused
on the acceptability of surreptitious tape recording
of news sources by media professionals. The most
common legal and social arguments supporting secommon legal and social arguments supporting se-cret taping assert that recorders "hear" and "re-member" better, are expedient and practical, protect against libel suits, provide historical docu-mentation, and are legal in 78% of the United States. In "Nieman Reports," a prime example of the justi-ficatory rhetoric emerging in the media profession-als" journals, Theodore L. Glasser argues that secret als' journals, Theodore L. Glasser argues unat staping does not invade privacy, is not necessarily antidemocratic or dangerous, and is different from wire-tapping and entrapment. However, deeper questions about interviewing are raised by the negative arguments, which claim that secret taping: (1) tive arguments, which claim that secret taping: (1) preserves greater intimacy between source and reporters than is assumed by the source; (2) forfeits a source's confidentiality and right to speak "off the record"; (3) decreases trust; (4) is, or should be, illegal; (5) increases eavesdropping potential and source identification; (6) might change the source's behavior; (7) precludes the source's chance for retraction or denial; (8) violates beliefs of certain culrures; (9) exposes vulnerabilities; (10) is associated with wrongful conduct; (11) alters power relations; and (12) implies that ends justify means. Comparative analysis shows that, while surreptitious taping can be justified in both practical and moral terms, dangerous and subtle problems with this practice surface when issues of human dignity, truth, and freedom are considered. Notes are appended. (15)

Woltjen, Lisa M. Zakahi, Walter R. CS 505 590

The Assessment of the Relationships among Loc-liness, Affinity-Seeking Competence, and Com-munication Apprehension.
Pub Date—May 87
Note—17p.; Paper presented at the Annual Meet-ing of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150).

ing of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987). Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Communication Apprehension, Communication Problems, "Communication Research, "Interpersonal Communication, "Interpersonal Communication Repersonal Competence, "Unceliness, Self Concept, Social Cognition, Undergraduate Students
A study investigated the relationships among dyadic apprehension and levels of loneliness, dyadic apprehension and affinity-seeking competence, and affinity-seeking competence, and affinity-seeking competence, and affinity-seeking competence and levels of loneliness. Subjects, 198 undergraduate students, competed the Revised University of California at Los Angeles (UCLA) Loneliness Scale, the Personal Report of Communication Apprehension Scale (PRCA) 24, and the Affinity-Seeking Instrument, Results indicated that chronically lonely, situationally lonely, and non-lonely people differ on dyadic apprehension socres. Results also indicated that dyadic apprehension socres. Results also indicated that dyadic apprehension is related to affinity-seeking competence, while chronically lonely subjects were found to be poorer in routine enactments than were situationally lonely and non-lonely subjects. In summary, the relationship between loneliness and dyadic apprehension was supported, reconfirming the majority of previous research. The relationship between oneliness and dyadic apprehension, specifically dyadic apprehension, should always be considered when treating for loneliness. (1986 of data are included.) (NKA)

ED 280 126 CS 505 55 Conville Richard L. Change and Stability in Relationships and Society. Pub Date—May 86

Change and Stability in Relationships and Society. Pub Date—May 86
Note—55p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, II., May 22-26, 1986). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MFDI/PCU3 Plus Postage.
Descriptors—Case Studies, "Communication Research, "Interpersonal Communication, "Research Problems, "Social Change, "Social Development, "Social Influences, Social Theories Identifiers—Relational Communication, "Stability (Social Relationships)
Focusing on the consideration of societal and developmental contexts in interpersonal communication problems (1) that studies of dyadic communicative interaction do not refer to the larger issues of social change and stability, as if the mascro—and micro-levels of analysis can be treated in isolation; and (2) that interpersonal communication studies do not refer to the history of the relationships concerned, thus divorcing them from their developmental context. Two general axioms of relational development suggesting a different view of interpersonal communication communication and divelopment suggesting a different view of interpersonal communication and divelopment suggesting a different view of interpersonal communication and divelopment suggesting a different view of interpersonal communication are advanced that society as we know it thus alvorcing ment from their developmental context. Two general axioms of relational development suggesting a different view of interpersonal communication are advanced: that society as we know it would not exist were it not for relational change, and that an interstage transition occurs between relational states. An interdependence is said to exist between stability of the social structure and relational development at the dyadic level. The paper also argues that relational change is the central concept necessary for connecting the micro- and macro-levels of social process. Two qualitative case studies of relational development are then presented to support these theoretical positions and to demonstrate the links between interpersonal and social processes. These studies rely on the structural theory of Paul Ricoeur and Claude Levi-Strauss and on the social theory of Anthony Giddens for analysis and interpretation. Notes and figures are appended.

ED 280 127 CS 505 594

Manuto, Ron
The Life and Death of Rajneeshpuram and the Still
Lingering Dilemma of the Religion Clauses of the
First Amendment,
Pub Date—Feb 87

Note—15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17,

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Civil Rights, Collective Settlements,
"Constitutional Law, Cultural Isolation, "Discriminatory Legislation, Religious Conflict, Religious Cultural Groups, "Religious Discrimination, "State Church Separation Identifiers—First Amendment, "State of Oregon v City of Rajneeshpuram, Oregon, was incorporated for the purpose of achieving the religious vision of the Bhagwan Shree Rajneesh, just as the Mormons established communities around the teachings of Joseph Smith. The incorporation of Rajneeshpuram was challenged on the basis of the First Amendment, however, raising new questions in regard to the tension between the First Amendment's establishment (of religion) clause and free exercise clause. Om March 27, 1984, Oregon's State Attorney General filed a complaint in Wasco County Circuit Court seeking declaratory religiform giving legal recognition to the City of Rajneeshpuram. At issue was the claim of "excessive entanglement" between religious and secular action. Attorneys for the Rajneeshees argued that the State of Oregon was in clear violation of the free exercise clause of the First Amendment and that the defendants were being singled out soelly on the basis of religious affliation. In December 1985, after an involved court battle, Judge Helen Frye rejected further motions by the Rajneeshees to enjoin state action and declared the incorporation of the City of Rajneeshpuram null and void. This case serves to emphasize the structural contradiction between the two religious clauses of the First Amendment. Notes are appended. (AEW)

## EA

ED 280 128

EA 019 225

Wu, P. C.

Wu, P. C.

Research on Collaboration: Why It Works in Some
Places and Not in Others.

Pub Date—Nov 86

Note—15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice
Education (Kentucky, November 1986).

Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—College School Cooperation, \*Cooperation, \*Cooperation, Edementary Secondary Educational Cooperation, Elementary Secondary Education,
Higher Education, \*Institutional Cooperation,
Politics of Education, School Districts, Workshops shops Identifiers—Collaborative Research

ahops
Identifiers—Collaborative Research
This paper approaches the concept of collaboration by using a workshop format in three segments:
(1) a puzzle to solve, (2) lessons on collaboration learned from solving the puzzle, and (3) a tabular overview of the fundamental differences between universities and school districts which hinder collaboration. After participants have formed teams to solve a geometric puzzle without verbal communication, they are queried about emerging leaders, communication may be a solve a geometric puzzle without verbal communication, they are queried about emerging leaders, common goals, attitudes, communication and participation problems, resolution of differences, and other group experiences. These questions and their answers constitute the lessons on collaboration. Salient research examples accompany most lesson explanations. Next, collaboration is defined. It is noted that collaborators do not have to know or like each other, and that knowledge itself could not exist without collaboration on symbols and their meanings. Organizations usually collaborate only after their leaders conclude that success is impossible separately. A three-page table summarizes differences in research emphasis, control, policy-making, learning paradigms, personnel matters, commitment levels, funding, status, and other areas that hinder university-school district collaboration. Cooperative planning is important to education and mandates improvement of college-school relations. Included are 24 references. (MLH)

ED 280 129 EA 019 227

EA 019
EA 019
Brathwaite, Frank
The Challenge for Female Educational Leaders: A
Examination of the Problem and Proposed Sol
tions through Educational and Social Chan
Strategies.

Note-56p.; A Synthesis paper for Doctor of Phi-losophy, Walden University, Minneapolis, Min-nesota.

nesota.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF61/PC03 Plus Pustage.
Descriptors—Administrators, Affirmative Action, Educational Change, Elementary Secondary Education, \*Employment Opportunities, \*Fernises, Foreign Countries, Leadership, \*Sex Discrimination, Sex Stereotypes, \*Social Change, \*Socialization, Synthesis, \*Women Faculty Identifiers—\*Canada
Despite the current need for strong leadership.

tion, Synthesis, "Women Faculty Identifiers—"Canada
Despite the current need for strong leadership skills to facilitate task achievement, individual development, and social action in an increasingly complex society, women are failing to make significant headway in educational administration. Lack of leadership opportunities for women limits both individual and organizational potential. The problem transcends personnel functions and processes, as it encompasses social, political, and cultural dimensions. After discussing the background and current situation in Canada, this synthesis paper explores certain socialization variables impeding women's entry into corporate and public-sector management levels. Basically, young femsales are underexposed to teamwork and overdosed with the "imaste superiority" of the white male system. Next is a discussion of theoretical links and social change strategies for women regarding academic preparation, personal training, networking, legislative actions, and perception changes. The forces of change will continue to challenge the male-dominated hierarchy of educational administration until an equitable number of women secure their share of leadership positions. Suggested change strategies will not work unless the participants willingly change their behaviors in response to resistance from the established order. Progress will occur in small steps that demonstrate women's real capabilities. Included are 98 references and an appendix. (MLH)

ED 280 130 EA 019 232

ED 280 130

Bacharach, Samuel B. And Others
Paying for Better Teaching: Merit Pay and Its
Alternatives. OAP Monograph Series.
Report No.—ISBN-0-930475-00-3
Pub Date—84
Note—81p.
Available from—Publication Sales, Organizational
Analysis and Practice, Inc., Boardman House,
120 East Buffalo Street, Ithaca, NY 14850
(514.50; quantity discounts).
Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Ladders, \*Compensation (Remuneration), Educational Change, Elementary
Secondary Education, Master Teachers, Merit
Pay, \*Participative Decision Making, School Administration, \*Teacher Salaries
Identifiers—Effective Schools Research, Reagan
(Ronald)

Evaluation, "Teacher Salaries Identifiers—Effective Schools Research, Reagan (Ronald) President Reagan's promotion of merit pay as the main vehicle of educational change has prompted a sharp debate. This monograph presents arguments for and against merit pay and assueses its relative worth as a means of improving American education. First, merit pay its defined as a compensation system linking individual teachers' salaries to performance evaluations. "New style" merit pay ties salaries to students' attandardized test acores, instead of to teachers' classroom activities. Merit pay differs from master teacher plans aimed at increasing hierarchical complexity to construct better career paths for teachers. Merit pay can provide monetary incentives, rewards, feedback, administrative controls over the teaching process, and retention and recruitment benefits. Arguments against merit pay outweigh advantages; pay-for-performance systems overemphasize teachers' need for extrinsic rewards and motivators, may negatively affect desire for high performance, foster teacher rivalry, and pose administrative burdens associated with defining and evaluating superior teacher, overall costs and union resistance are even thornier problems. Several alternatives are discussed, including reforms and exceptions within the unitary salary schedule, career promotions, and goal-oriented management and participation systems compatible with effective schools reasearch. This literature emphasizes cooperative agreements and mutual problem-solving as

keys to changing school management. Appendices include synopses of recommendations of major reports on education (1983) and three sets of data on teacher salaries in relation to salaries in other occupations. A bibliography with 57 references is also included. (MLH)

ED 280 131 EA 019 233

ED 230 131

Shedd, Joseph B.

From the Front of the Classroom: A Study of the Work of Teachers [with] Exhibits.

Organizational Analysis and Fractice, Inc., Ithaca, NY. Educational Systems Div.

Spons Agency—Arizona Education Association, Phoenix; National Education Association, Washington, D.C.; Tueson Education Association, AZ. Pub Date-Dec 85

Note—209p. Available fromoue—209p.
wailable from—Publication Sales, Organizational
Analysis and Practice, Inc., 120 East Buffalo
Street, Ithaca, NY 14850 (\$7.50; quantity dis-

Pub Type— Reports - Research (143) — Guides -Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price MF01 Plus Pestage. PC Net Available from EDRS.

Descriptors—"Comparable Worth, Decision Making, Elementary Secondary Education, Occupational Information, Occupational Surveys, Problem Solving, "Resource Materials, Teacher Attitudes, "Teacher Role, "Teacher Salaries, "Teaching (Occupation), "Teaching Conditions Identifiers—"Isolation (Professional)

Because few people ever view teaching from the front of a classroom, many fail to understand or appreciate this profession. This report is part of the Tucson (Arizona) Education Association's three-year effort to describe teaching in the words and survey responses of teachers themselves, drawing appropriate parallels and contrasts with other occuappropriate parallels and contrasts with other occupations. Teachers serve as instructors, counselors pations. Teachers serve as instructors, counselors, and classroom managers and are responsible for planning, acting, and evaluating functions associated with these roles. Few teachers, however, participate in planning or evaluating district policies, programs, and procedures. The study identifies 25 different teacher responsibilities performed fre-quently and with intensity. Teachers manage time constraints well, relying heavily on skills, knowlconstraints well, relying neavily on skills, know-edge, and resources acquired through personal ex-perience. The study identifies two professions comparable to teaching-television news director and civil engineer; it finds teaching a decision-mak-ing process requiring exercise of discretion and indement in situations that trarely allow application judgment in situations that rarely allow application of routine solutions to clearly identified problems. of routine solutions to clearly identified problems. Average teacher salaries are comparable to jobs with much less responsibility. The isolation of teachers from administrators and each other impodes teachers' performance. Seven charts are included. The accompanying exhibit file includes Tucson teacher job description survey forms and survey and content analyses of teacher responsibilities and job resources. Teachers describe their profession as a challenging, stressful one requiring a high degree of knowledge, effort, and interpersonal and managerial skills. Teachers have opinions about high degree of knowledge, effort, and interpersonal and managerial skills. Teachers have opinions about the teaching process, attention to individual students' needs, special education students, administrative and clerical duties, discipline problems, time pressures, and other factors influencing their job performance. Other exhibits summarize interviews with those in other professions, and outline a group discussion between teachers and interviewers. The last nine exhibits are concerned with salary comparisons and teachers' ability to insure a concernition isons and teachers' ability to improve compensation with credit for previous teaching experience. The charts show teachers to be underpaid compared to their counterparts in other occupations involving a narrower range of responsibilities. (MLH)

EA 019 235

ED 280 132 EA 019 235
Shedd, Joseph B. And Others
Teachers as Decision-Makers.
Organizational Analysis and Practice, Inc., Ithaca,
NY. Educational Systems Div.
Pub Date—20 Apr 86
Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (See Exercise CA America). ciation (San Francisco, CA, April 16-20, 1986). Available from—Publication Sales, Organizational Analysis and Practice, Inc., Boardman House, 120 East Buffalo Street, Ithaca, NY 14850 (\$5.00; quantity discounts).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. .

able from EDRS.
Descriptors—"Classroom Research, "Decision Making, Elementary Secondary Education, "Occupational Surveys, Participative Decision Making, School Effectiveness, Teacher Attitudes, "Teacher Responsibility, Teacher Student Relationship, "Teaching (Occupation), "Teaching Conditions

tionship, "Teaching (Occupation), "Teaching Conditions Identifiers—Effective Schools Research, Isolation (Professional), Reflective Teaching Scholars working from various perspectives are beginning to define teaching as a decision-making scholars working from various perspectives and connect knowledge to situations through observation, understanding, analysis, interpretation, and decision-making. This paper provides empirical evidence to show the relationship of decision-making to the nature of teaching. The paper also presents a conceptual framework to help scholars and practitioners integrate various perspectives on teacher decision-making. Evidence is drawn from a teacher survey conducted by the Tucson (Arizona) Education Association. Teachers identified 25 responsibilities that needed to be integrated into their everyday schedules. Following an analysis of purposes and processes of teachers' actions, a responsibility matrix is constructed and discussed. Three features emerge: (1) teaching as an intensely active profession, (2) teachers' conflicting and ambiguous relationships with students (as managers, counselors, and craftspersons), and (3) teachers' isolation from administrators and each other. Various models attempting to capture the overall character of teachers administrators and each other. Various models at-tempting to capture the overall character of teachtempting to capture the overall character of teaching processes are presented and discussed. The paper concludes by exploring alternatives for action in teacher decision-making processes. Effective teachers recognize "no best way" to teach in any given situation and seek innovative solutions to unanticipated problems. Included are 20 references. (MLH)

ED 280 133 EA 019 236 EA 019 2: New Perspectives on School Improvement: A Summary of Research Findings on Approaches to Educational Reform and the Management of School Systems.

Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div. Pub Date—Jul 86

Note-22p.

vailable from—Publications Sales, Organizational Analysis and Practice, Inc., Boardman House, 120 East Buffalo Street, Ithaca, NY 14850 (\$5.00; Available from-

quantity discounts).
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—"Career Ladders, "Educational Change, Elementary Secondary Education, "Merit Pay, "School Administration, School Business Relationship, "School Effectiveness, "Standards, "State School District Relationship Variety of the Property of the Pro

Identifiers—Effective Schools Research, Isolation (Professional)

Although educational reform approaches have varied from state to state, most efforts have shared varied from state to state, most entorts have shared aome common elements: (1) concentration of educational policymaking in state capitols by state-level officials; (2) a widespread conviction that schools of education, local school officials, and teachers are unwilling or unable to "reform" themselves; and (3) duplication of manuscript practices used. unwilling or unable to "reform" themselves; and (3) duplication of managerial practices used in the private sector. This paper discusses three traditional kinds of reforms (minimum standards, merit pay, and career ladders) sharing the three common elements, outlines some basic dilemmas confronting school administrators, and presents a new perspective on school system management. Stiffer minimum standards for teachers may be needed, but such an approach reinforces the notion that reform must be imposed from outside. Merit pay and career ladders, meant to encourage self-improvement. ladders, meant to encourage self-improvement, merely reinforce hierarchical educational structures most in need of change. Administrators often resort to top-down controls to reform their systems. Teachers are allowed a fair amount of discretion and to top-down controls to reform their systems. Teachers are allowed a fair amount of discretion not by design, but by default. Trying to bribe or coerce teachers is self-defeating, since they will further in-sulate their classrooms from outside interference. Resolving the discretion/coordination dilemma demands a new perspective (adopted by effective schools) that maximizes program coordination and increases teacher discretion simultaneously. Effective school districts are tapping the wealth of experience of the school districts are tapping the wealth of experience. tise, information, and eagerness to improve lying trapped and underutilized in isolated classrooms across the United States. (MLH)

ED 280 134 EA 019 237

ED 280 134

Conley, Sharon C. Mitchell, Stephen M.
Performance Appraisal Systems for Teachers.
Pub Date—Apr 86

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Document contains light type.
Available from—Publication Sales, Organizational Analysis & Practice, 120 East Buffalo Street, thaca, NY 14850 (55.00; quantity discounts).
Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Administrators, Career Ladders, Elementary Secondary Education, Merit Pay, "Personnel Evaluation, "Professional Recognition, Promotion (Occupational), Skill Development, Teacher Administrator Relationship, "Teacher Evaluation of Professional Relationship, "Teacher Evaluation of Professional Relationship,"

Pay-for-performance measures and reward sys-tems for teachers fail to consider the role of perfor-mance appraisal and give too little attention to how mance appraisal and give too little attention to how changes in performance appraisal and reward sys-tems affect organizational processes, such as inter-teacher cooperation and teacher-administrator relations. Presented are three strategic consider-ations that should be reviewed before implementing a performance appraisal system in school systems: the basis of performance appraisal (skills versus work outputs), the effects of linkages between per-formance appraisal and organizational rewards, and work outputs), the effects of linkages between per-formance appraisal and organizational rewards, and the nature of work interdependence. For each, im-plications for the structure of performance appraisal systems are examined. Performance appraisal is de-fined as a process occurring over time; a proposed structure calls for a focus on skill development dur-ing the pretenure period. Cooperation between school administrators and a team of teacher peers in the decision to grant tenure is emphasized. A diathe decision to grant tenure is emphasized. A dia-gram of the proposed structure of a teacher perfor-mance appraisal system and 20 references are

ED 280 135 EA 019 238 Malanowski, Rose M. And Others Professional Analysis Teams in Schools: A Case

Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div. Pub Date—20 Apr 86

Pub Date—20 Apr 86
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Available from—Publication Sales, Organizational Analysis and Practice, Inc., 120 East Buffolo Street, Ithaca, NY 14850 (\$5.00; quantity dis-

counts). Pub Type - Speeches/Meeting Papers (150) - Re-

ports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

EJRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Brainstorming, Case Studies, Communication Problems, Convergent Thinking, Curriculum Development, \*Discussion, Elementary Secondary Education, Experimental Programs, \*Participative Decision Making, \*Problem Solving, Professional Autonomy, \*Quality Circles, Teacher Administrator Relationship Identifiers—New York

Identifiers-New York

This paper presents a case study of the development of the Professional Analysis Team (PAT) program structured after the Quality Circle program used in industry. Modifications and innovations of the Quality Circle program are examined, and essential characteristics are outlined. The PAT program, designed to enable education professionals to the part of gram, designed to enable education professionals to use their creativity and expertise to solve problems and assume greater responsibility, creates a formal mechanism that can improve communication and increase teacher input into administrative decisions in an informal meeting setting. It is a method for overcoming the difficulties created by a system in which teaching occurs in isolated classrooms and it avoids problems associated with teachers' loss of professional autonomy. The PAT program was used, initially, in Auburn, New York. Data from this upstate school district was collected from all levels upstate school district was collected from all levels of hierarchy in four elementary, two middle, and one senior high school with a student population of 3,750. Aspects such as selecting participants, training, distribution of information, top-management commitment, and locus of authority are discussed PAT modifications including compensation an scheduling are outlined, and outcomes of the stud-are given. Included are 22 references. (WTH)

ED 280 136 EA 019 239

ED 280 136

EA 019 239

Baresh, John C.

The Highest Hurdles for the First Year Principal.

Pub Date—Apr 87

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MPDI/PC02 Plus Postage.

Descriptors—Administrators, Elementary Secondary Education, Employee Assistance Programs, Instructional Leadership, Interpersonal Competence, \*Occupational Information, \*Principals, \*Role Perception, School Supervision, Social Behavior, \*Socialization

Socialization of the new principal is becoming an increasingly important issue calling for serious attention by practitioners, researchers, and educational policymakers. This paper attempts to contribute additional insight into the ways in which beginning school principals become socialized in their new school settings and the ways in which they are initiated into their roles. Findings are presented from a recently completed study of the major successes and problems encountered by public school principals during the first years on the job-specifically, their frustrations about being unable to do their jobe effectively due to insufficient preparation of achieve success. Major categories of concern requiring support include: problems with role clarification; limitations on technical expertise in dealing with procedural issues and interpersonal relations skills; and socialization in the profession and in individual school systems. A series of recommendations is given for modifying current principal preparation programs and induction strategies so that socialization in the role of the school building administrator may be less traumstic. An appendix relates supporting data, and 31 references are included. (WTH)

EA 019 240

Craft, Connie Jo Smith
The Dark Side of the Excellence Movement.
Pub Date—Feb 87

fote—9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (71st, San Antonio, TX, February 6-10, 1987)

Principals (71st, San Antonio, TX, February 6-10, 1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Ability, Academic Achievement, Academic Standards, "Administrator Characteristics, "Cognitive Ability, Competence, Dropouts, Learning Processes, "Principals, School Security, Secondary Education, "Student School Relationship, Success Identifiers—"Excellence in Education

This paper examines the issue of the loss of less competent children from schools as a result of the emphasis upon academic excellence. Studies are cited indicating that more than 90 percent of all secondary principals feel that their schools are improving; yet, as many as 25 percent of all children in a given sixth-grade class will drop out before graduation. The national push in education to raise test acores by emphasizing cognitive factors is seen a detrimental to other factors in the lives of children and encourages success primarily in those who as detrimental to other factors in the lives of children and encourages success primarily in those who are easy to teach. Less competent students are being squeezed out of the school system; as a result test scores are rising, which gives the appearance that excellence is being achieved. In actuality, excellence is not an event, but a process. What the process is and what can be done to protect the interests of all students in the educational process are questions raised. Three research findings on effective schools are examined: safety in the school and its environment, high expectations of success, and the role and characteristics of the principal as an instructional leader. Included are eight references. (WTH)

Lad 280 138 EA 019 241
Long-Range Plan of the State Board of Education
for Texas Public School Education, 1986-1990.
Texas Education Agency, Austin.
Report No.—TEA-GE7-730-01
Pub Date—Jan 87

Note—77p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Academic Achievement, Accountability, Agency Cooperation, Board of Education Policy, College School Cooperation, Curriculum Development, Educational Equity (Finance), "Educational Improvement, Educacional Innovation, "Educational Objectives, Elementary Secondary Education, "Government School Relationship, Instructional Improvement, "Long Range Planning, Mission Statements, Parent School Community Relationship, Echool Districts, State Legislation, "State Programs, Student Needs, Student School Relationship, Teacher Effectiveness fectiveness Identifiers—\*Texas

Identifiers—"Texas
This monograph outlines the "Long-Range Plan"
for Texas public schools, which was implemented by
the state board of education in compliance with legfor Texas public schools, which was implemented by the state board of education in compliance with legislative mandate. The plan, to be reevaluated and updated each biennium, originated from the perceived needs of a diverse and changing demography. The report presents itsitings of state board members and program staff and a chronology of development from 1985 through January 1987. The mission of public education requires quality instruction, equitable opportunities for students, and system accountability for results. An outline of the plan's eight goals comprises the majority of the document. Each goal enumerates objectives; present and projected needs to attain objectives, actions by agencies (the state, regional service centers, districts, and universities); and expected results of objectives, needs, and actions. The eight goals are as follows: (1) student performance-all students will meet or exceed performance standards; (2) curriculum-a balanced curriculum will realize students' learning potential; (3) teachers and teaching-qualilum-a balanced curriculum will realize studenta' learning potential; (3) teachers and teaching-qualified teachers will be attracted and retained; (4) organization and management—the system will be productive and accountable; (5) finance-students will receive equitable financing; (6) parent and community involvement—these sectors will be partners in school improvement; (7) innovation—the instructional program will be continually improved; and (8) communications—educational interest groups will communicate consistently. (CJH)

EA 019 242

ED 280 139 EA 019 242
Berman, David M.
Educational Reform in Postwar Japan: A Case
Study of the High School Entrance Examination
in Chile Prefecture.
Pub Date—14 Mar 87
Note—33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987). 1987).

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Academic Achievement, Acculturational Change, Educational Objectives, Foreign
Countries, Government School Relationship,
Modernization, "National Programs, Politics of
Education, "School Readiness Tests, Secondary
Education, Social History, Social Science Research, Social Stratification, Social Values, "Sociocultural Patterns, Student School Relationship,
Track System (Education), Traditionalism, "Vertical Organization

ciocultural Patterns, Student School Relationship, Track System (Education), Traditionalism, "Vertical Organization Identifiers—Functional Integration," Japan In structure and in function, the Japanese high school entrance examination—as exemplified by data from Chiba prefecture in 1986-survives as a prewar hierarchical cultural pattern. Postwar American occupation reforms offered "democratic education" in the form of a single-track system with 9 years of compulsory schooling; such a system, ideally, increases educational opportunities. In practice, however, entrance examinations make the system function in the same fashion as the prewar multitrack system. Examinations stratify high school populations into hierarchies; in Chiba, the implicit distinction between those of higher and lower quality is explicitly seen in quantitative ranking based upon examination scores. Examinations promote prefectural level stratification because administrators use the entrance examination to organize secondary education. Educators follow prefectural policy—their careers depend upon students' examination success. The high school entrance examination thus determines emphasis of a particular junior

high school on the one hand, and a stratified senior high school population on the other. Education is functionally integrated at the secondary level in that everyone associated with education in the prefecture derives success from performance in relation to the entrance examinations. It is agreed that the purpose of education is to prepare the student to pass the entrance examination. Consensus about this measure of success allows education to function without dissonance. Ideology is accordingly harmonious with a system that integrates American educational structure into the traditional Japanese cultural context. Data from schools are presented; six reference pages conclude the report. (CJH)

Wightman, Margaret
The System-Wide Evaluation Project in Ottawa
Board of Education High Schools, Research
Report 86-04,
Ottawa Board of Education (Ontario), Research
Centre.

Centre.

Pub Date—Dec 86

Note—S2p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (December 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF9I/PCB3 Plus Pestage.

Descriptors—Academic Achievement, "Cooperative Planning, Educational Improvement, "Evaluation Methods, Foreign Countries, High Schools, Professional Development, "Program Development, Program Implementation, "State Programs, Teaching, "State Programs, Teaching, "Esta Programs, Teaching, Test Construction, Test Interpretation, Test Results tation, Test Results

ration, Test Results
Identifiers—"Ontario
This report describes the procedures of a systemwide testing program established by the Ottawa,
Ontario, education board to evaluate high school
student performance in selected courses. The
project was initiated in response to a directive from
trustees, who were concerned about variation of academic standards among students in relation to university admission criteria. The report analyzes
program procedures and presents a sample of results
obtained and some reactions of project participants.
Tables and figures present student evaluation data
throughout the report. The study is organized into
the following sections: (1) schedule of testing; (2)
test construction, including development, school
preparation, and scoring; (3) test content; (4) processing data, including actual and final scores,
test-specific results, and rescoring; (5) professional
development activities, including the test construction committee, teacher workshops, positest meetings, and inschool meetings; and (6) views of
participants, including those of administrators, consultants, principals, teachers, and students. The
study concludes that the high degree of project flexibility permitted the diverse committees to work independently and to choose appropriate procedures.
This approach thereby promoted the program 's goal
of excellence in evaluation, and followup activities
continue. Teacher involvement, essential to the
project's orientation, should assist in elevating academic standards. Outlines of tests by course area are
appended. (CJH)

ED 280 141

EA 019 244 ED 280 141 Wilson, James L.
Implementing State Standards and Assessment
Programs Successfully-A Model for State Governments, Departments of Education and Local

Programs Successfully-A Model for State Governments, Departments of Education and Local School Districts.
Pub Date—Jun 36
Note—12p.; Paper presented at the Education Commission of the States Assessment Conference (Boulder, CO, June 9-12, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrator Responsibility, Board of Education Role, Cooperative Planning, Cooperative Programs, Schuszional Assessment \*Educational Ouslity, Schuszional Assessment \*Educational Ouslity. sponsibility, Board of Education Rose, Coopera-tive Planning, Cooperative Programs, \*Educational Assessment, \*Educational Quality, Elementary Secondary Education, Governance, \*Government School Relationship, \*Program Development, Program Effectiveness, Program Implementation, School District Autonomy, State Legislation, \*State Programs, State Stan-

This report describes how successful statewide programs of educational standards and assessment are established and briefly discusses causes of pro-

gram failure. Four key stages characterize effective program establishment: (1) planning, (2) development, (3) implementation, and (4) monitoring. Planning involves interaction among all parties, for example, state government, state departments of education, and school districts. As many concerns as possible should be identified before development begins. Development follows the decision to create a program, standard, or test. The state departments of education should assume leadership at this time, though the origin of program mandate determines the level of state involvement. Local educational agencies must also be primary developers. Implementation rests with school districts, which are ultimately accountable for program success. If districts are unwilling to assume the major role or if the state is unwilling to alsow them, resistance will plague the implementation stage. Monitoring is perhaps the most important program stage. The state educational department, not local districts, should monitor such frequently complex programs, and districts are too involved to evaluate objectually counted monitoring catabilities. inconsistences emerge with distinct institution, and districts are too involved to evaluate objectively; outside monitoring establishes credibility. Four figures illustrating program establishment stages are appended. (CJH)

Educational Projects, 1986-87.

Alberta Dept. of Education, Edmonton. Planning Services Branch. Pub Date—Aug 86 Note—46p.

EA 019 247

Note—46p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Boards of Education, Educational Administration, "Educational Improvement, Elementary Secondary Education, "Evaluation Methods, Financial Support, Foreign Countries, "Guidelines, Methods, Program Proposals, Proposal Writing, "Research Proposals, Special Education, State School District Relationship, Teacher Effectiveness, Teaching Methods, Universities.

Teacher Effectiveness, Teaching Methods, Umversities
Identifiers—Alberta, \*Priorities
This handbook: (1) describes the educational research program of the Planning Services Branch of Alberta (Canada) Education; (2) outlines projects underway for 1986-87; and (3) describes projects completed between April 1985 and July 1986. Section 1, "The Educational Research Program," describes priorities, guidelines, and procedures for educational priorities and initiatives and must focus on innovation, integration, and individualization. Priorities for 1986-87 include projects on: (1) the improvement of teaching and learning: (2) the implementation of provincial and local evaluation policies, and (3) the improvement of provincial, school system, school, and classroom management practices. A list of eight guidelines and four categories of criteria determine that project proposals be consistent with the 1986-87 priorities. The application for funding consists of two stages: a preliminary and aistent with the 1986-87 priorities. The application for funding consists of two stages: a preliminary and a detailed project proposal. Forty-two projects underway in 1986-87 are described in section 2 under the following headings: "Teaching Effectiveness," "Teaching-Learning Process with an Emphasis on Secondary Education," "Special Education Programs/Services," "System Evaluation," "Program Evaluation," "Teacher Evaluation," "Management and Finance Plan," "Alternative Delivery Modes," "Leadership Skills," and "Management of School Capital Funda." Section 3 briefly describes 11 projects completed by 1986. Section 4 contains the Planning Services Branch directory. (IW)

EA 019 248 ED 280 143

Licata, Vincent F.

Creating a Positive School Climate at the Junior
High Level.

Pub Date—Mar 37

Note—9p; Paper presented at the Annual Meeting
of the Michigan Association of Middle School
Educators (17th, Birmingham, MI, March 19-20,

1987).

1987).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, "Change Strategies, "Educational Environment, "Educational Improvement, Educational Communication, Junior High Schools, Leadership Responsibility, Middle Schools, Needs Assessment, "School Effectiveness, Statistics, Student Attitudes, Student

Motivation, Student Needs, Success, Teacher At-titudes, \*Teacher Student Relationship Identifiers—Effective Schools Research, Teacher Expectation Student Achievement

Identifiers—Effective Schools Research, Teacher Expectation Student Achievement One of the seven correlates of an effective school, as identified by the Effective Schools Research, is a positive school climate: a positive attitude on the part of the entire staff and student body exhibited through overt behavior that creates a warm, orderly learning environment. Development of such an environment depends upon: (1) strong administrative leadership; (2) a cooperative, caring, and committed teaching staff; (3) an educational philosophy that stresses the importance of all students; and (4) innovative programs that recognize the self-worth of every student. This paper outlines and describes 26 programs, goals, and ideas for creating a positive school climate that are being implemented successfully in Clarkston (Michigan) Junior High School's School Improvement Project. Some of these strategies include: (1) a school mission that emphasizes that every student will receive at least one success chapterisoc during the year; (2) a clear and consistently enforced discipline policy; (3) a lunch with the principal program; (4) a Teacher Advisor Group program; (5) a Student of the Month Program; (8) a week-long camping program; (9) a physical education Green and White Month Program; (8) a week-long camping program; (9) a physical education Green and White Olympics; and (10) staff training in Terration mpics; and (10) staff training in Teacher on Student Achievement (TESA). (IW)

EA 019 249 ED 280 144

ED 280 144
Haynes, Kathy Biomstedt, Robert
The Principal and Educational Change.
Pub Date—Apr 86
Note—19p.; Paper presented at a Conference on
Teacher Education (Dallas, TX, April 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires
(160)

(160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, \*Administrator Role, \*Change Agents, \*Change Strategies, Educational Administration, \*Educational Change, Elementary Secondary Education, Evaluation Methods, Interpersonal Communication, \*Leadership Qualities, \*Principals, Program Implementation, Social Change, \*Teacher Attitudes, Teacher Morale Identifiers.—Texas

Identifiers-Texas Identifiers—Texas
This paper reports on a: (1) review of recent literature on the principal's role in the implementation of educational reform, and (2) study of teacher perceptions of the role of the principal in the implementation of recent Texas reform legislation. Research on societal and organizational change shows that the inevitability of change should be a part of the school administrator's decision-making process. The multi-ple responsibilities of change management can be ple responsibilities of change management can be stress-producing, but effective educational adminis-trators have developed leadership skills, personali-ties, and expertise to cope with the demands of their jobs. Results of a questionnaire distributed to and returned by approximately 60 teachers in 16 small South Texas school districts support the theory that the role of the principal as change agent for educa-tional refers in 6 financia; in the contraction of the principal as change agent for educathe rote of the principal as change agent for educa-tional reform is of singular importance if reform is to be implemented in a smooth and efficient man-ner. The questionnaire, which is included in the do-ument, gathered specific data regarding four significant variables involved in the principal's role significant variables involved in the principal's role as change agent: (1) promotion of positive attitudes for high teacher morale, (2) effective communication, (3) strong and effective leadership, and (4) efficient and impartial evaluation. A fifth category collected open-ended comments on teachers' perceptions of what the principal's role should actually be. Two pages of references are appended. (IW)

ED 280 145

Bozeman, William C. And Others
Drug Testing in Schools: Implications for Policy.
National School Boards Association, Alexandria,
VA. Educational Policies Service. Pub Date-Mar 87

Journal Cit-Updating School Board Policies; v18 n3 p1-3 Mar 1987

Pub Type— Opinion Papers (120) — Journal Arti-cles (080)

cles (080)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—\*Board of Education Policy, Civil
Liberties, \*Drug Abuse, Elementary Secondary
Education, Legal Responsibility, \*Policy Forma-

tion, Search and Seizure, \*Testing Problems, Test Use Identifiers—\*Drug Testing

Public concern about substance abuse, fueled by political and media attention, is causing school administrators to consider a variety of approaches bepolitical and media attention, is causing school administrators to consider a variety of approaches beyond traditional drug education. No procedures, methods, or rules regarding drug testing should be established in the absence of clear school board policy, and no policy decisions should be made before the ethical, legal, practical, and financial issues are carefully considered. Among the legal considerations are the constitutional rights of students and employees, particularly the right to freedom from unreasonable search and seizure and to due process and equal protection of the law. Practical issues include the significant number of safeguards required to ensure the accuracy and reliability of drug testing and related record keeping. Although there are several kinds of tests available, the most expensive and complex. None of the available tests serves as more than an indicator of possible substance abuse, and no single test covers all possible situations, conditions, or materials. When considering adoption of drug screening policy, school board members should consider whether the procedures will protect personal rights, what use will be made of test results, and whether the resulting benefit is worth the costs and the risk of litigation. (PGD)

ED 280 146 Glickman, Carl D. EA 019 251 Instructional Improvement and the K-8 Principal. National Association of Elementary School Principals, Alexandria, VA. Pub Date—Mar 87

Pub Date—Issa.

Note—Sp.
Available from—Publication Sales, National Association of Elementary School Principals, 1615
Duke Street, Alexandria, VA 22314 (\$2.50 pre-

paid; quantity discounts).

Journal Cit—Streamlined Seminar; v5 n4 Mar 1987

Pub Type— Information Analyses (070) — Guides

- Non-Classroom (055) — Collected Works - Seri-

als (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Administrator Role, Educational
Research, Elementary Education, Faculty Development, \*Instructional Improvement, Principals,
Teacher Evaluation, Teacher Participation, \*Teacher Supervision
This review of research on instructional improve-

"Teacher Supervision
This review of research on instructional improvement and teacher evaluation considers the complex issues affecting the K-6 principal's ability to enhance educational quality through effective supervision of the instructional process. According to several studies, teachers found formal evaluations far less valuable than direct assistance and support. A recent study of improving school systems found that teacher evaluations focus on the formative process of observing teachers, arranging conferences with them, and recognizing them as professionals. Some studies found uniform procedures unsatisfactory because teachers vary widely in their abilities, experiences, styles, and needs. The studies suggest that principals need to take their own strengths and weaknesses as instructional leaders into account and obtain appropriate assistance in the instructional improvement effort. Experienced teachers can be a valuable source of such assistance because they understand the situations faced by other teachers and are trusted by them. The twofold role of the teacher supervisor—as a performance rater and as a wide to improvement. ers and are trusted by them. The twofold role of the teacher supervisor—as a performance rater and as a guide to improvement—must be clear to both the supervisor and the teachers. Those who help teachers develop instructional improvement plans should be aware of the developmental phases identified in the research: diagnostic, tactical, and strategic. The process involves identifying and enhancing the "level of abstraction" at which each teacher operater (8627).

EA 019 252 Educational Administration: Leadership Prepara-tion, a Review. Commission Working Paper. Georgia Professional Standards Commission, At-

Pub Date-Feb 85

Pub Date—Feb 85 Note—214p; For related documents, see ED 180 106, ED 194 515, and ED 250 820. Available from—Publication Sales, Georgia Professional Standards Commission, 2945 Flowers Road South, Suite 107, Atlanta, GA 30341 Pub Type— Information Analyses (070) — Reports

- Descriptive (141)

EDRS Price - MF01/PC09 Plus Pestage.
Descriptors—Colleges, "Educational Administration, Educational Trends, Elementary Secondary Education, Internship Programs, Job Analysis, Leadership Responsibility, "Management Development, "Program Descriptions, Public Opinion, Student Recruitment, Teacher Administrator Relationship, Universities
Identifiers—Georgia

This report (1) examines the latest developments in educational administration preparation, (2) provides an overview of educational administration programs in Georgia, and (3) identifies and reviews a sample of educational administration programs as inclusive and administration programs antionally. Chapters 1, 2, and 3 are titled as follows: "Public Concerns: A Focus on School Leadership," "School Leadership: Nature of the Job," and "Administrator Preparation Programs: Professional Views and Assessments." Chapter 4, "Educational Views and Assessments." Chapter 4, "Educational Views and Assessments." Chapter 4, "Educational Views and Assessments." Chapter 5, "Preservice Preparation for School Administration: practitioner involvement in instruction; internships/field experience; and university/school district inservice relationships. Chapter 5, "Preservice Preparation for School Administrators: Various Approaches," contains brief summaries of approaches to educational administration programs developed by four esteemed educational researchers: (1) Keith Goldhammer ("Six Key Elements"); (2) John Hoyle ("AASA Guidelines"); (3) Lloyd McCleary ("Field Based Preparation"); (3) Lloyd McCleary ("Field Based Preparation") Chapter 6, "Educational Administration programs, research procedures for pyramid study, and observations and charts describing characteristics of Georgia educational administration programs nationally. An extensive bibliography is appended. (IW)

ED 280 148

EA 019 256

Public Elementary-Secondary School Enrollment:
50 States and the District of Columbia, Fall
1994. OERI Historical Report.

Center for Education Statistics (OERI/ED), Washington, DC.

ington, DC.
Report No.—OERI-CS-86-110h
Pub Date—Mar 87
Note—\$p.; Small print in tables 3-5.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
"Enrollment, Enrollment Trends, National Surveys, "Public Schools, "School Statistics, Tables (Data)

\*Enrollment, Enrollment Trends, National Surveys, \*Public Schools, \*School Statistics, Tables (Data)

(Data)

The tables present statistical data on enrollment in the public elementary and secondary schools of the 50 states and the District of Columbia in the fall of 1984. The introductory text notes trends observable in the data (including a national decrease in enrollment between 1983 and 1984 of 47,000 students, or 0.1 percent of the 1983 student population) and provides technical notes on the methods used by the Center for Education Statistics to obtain the data presented. The first table displays the enrollment figures for fall 1983 and fall 1984 for the eight states that experienced enrollment declines of roliment figures for fall 1983 and fall 1984 for the eight states that experienced enrollment declines of 10,000 or more, and identifies each state's share in the national decrease. Table 2 shows similar data for the six states experiencing enrollment gains of 10,000 or more. The third table shows public school enrollment in each of the 50 states and the District of Columbia for two levels of instruction (prekindergarten through 8th grade and 9th grade through garten through 8th grade and 9th grade through 12th grade) for fall 1983 and fall 1984. Table 4 displays each state's enrollment changes over the year at the two levels of instruction. Table 5 displays each state's enrollment at individual grade levels for each state's enroll:

EAJ 280 149

EA 019 257

Implementing School Improvement Plans: A Directory of Research-Based Tools.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 87

Contract—400-86-0005

Note—152p.

Note—152p. Available from—Publication Sales, Regional Labo-

ratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 (\$7.50 plus \$2.00 postage

ratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 (57.50 plus \$2.00 postage and handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Piss Postage, PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Cooperative Planning, Decision Making, Educational Change, Educational Planning, Elementary Secondary Education, Evaluation Criteris, Guides, "Improvement Programs, Participative Decision Making, "Program Development, "Program Implementation, Resource Allocation, Resource Materials, Teamwork

This annotated directory provides practitioners and service providers with references to existing programs, tools, and resources that school improvement teams may use to design and implement projects. The directory draws on a variety of products developed or used by state departments of education, and institutionalization of educational Lacoratories, universities, and other organizations. Part 1, "Implementation Considerations for School Improvement Planners," presents a discussion of the elements of implementing school improvement programs, ists cautions for improvement planners; and provides selected references on initiation, implementation, and institutionalization of educational change efforts. "Descriptions of School Improvement Resources," part 2, contains descriptions of programs, tools, and resources for implementation, and institutionalization of educational change efforts. "Descriptions of School Improvement Resources," part 2, contains descriptions of programs, tools, and resources for implementation, and institutionalization, descriptions of programs, tools, and resources for implementation, and institutionalization, descriptions of programs, tools, and resources for implementation, and institutionalization, descriptions of program goals, sessessing retermining priorities, achieving consensus, writing action plans, publicating program goals, assessing tetermining priorities, achie

ED 280 150 EA 019 258

EAU 250 150 EA 019 258 Lowe, J. Allen
What We Learned: Some Generalizations in Dealing with a Traumatic Event at Cokeville.
Pub Date—Apr 87
Note—6p.; Paper presented at the Annual Meeting of the National School Boards Association (47th, San Francisco, CA, April 4-7, 1987).

San Francisco, CA, April 4-7, 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Craiss Intervention, Elementary Education, Emotional Experience, Emotional Problems, \*Terrorism, \*Victims of Crime, Violence Identifiers—\*Hostage Taking, Lincoln County School District 2 WY
Cokeville Elementary School in Afton. Wwoming.

Identifiers—"Hostage Taking, Lincoln County School District 2 WY
Cokeville Elementary School in Afton, Wyoming, was taken hostage on May 16, 1986. Two self-styled revolutionaries" held 135 children, 14 teachers, the principal, and 3 other adults confined in a classroom for just over 2 hours. The siege ended violently when one of the perpetrators accidentally killed herself by unintentionally detonating a bomb. The blast injured several of the hostages as well. A review of the events reveals that the teachers and the principal coped with the situation very effectively, preventing panic both before and after the explosion and helping reduce the psychological trauma associated with the experience. The event also helped clarify how five generalizations about dealing with the aftereffects of trauma can be put into practice in a specific situation in a practical manner. These five generalizations are that (1) willingness to be receptive to people's feelings about an event must be made clear; (2) professional psychological help must be considered; (3) a sense of order (established before the crisis) must be maintained during and after the event; (4) methods should be found to facilitate a rayin freturn to normalcy; and (5) traumatic events can and should be transformed into valuable learning experiences. (PGD)

EA 019 259

scoby, Monica romote "Connections" for Young Adolescents.

Pub Date---Apr 87

Pub Date—Apr 87

Put Note—5p.
Journal Cit—Updating School Board Policies; v18
n4 pl-3 Apr 1987

Pub Type—Reports - Research (143) — Journal
Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—'Adolescents, 'After School Programs, Community Cooperation, Cooperative
Programs, Elementary Secondary Education, Preadolescents, 'School Community Programs,
School Community Relationship
The emotional, social, intellectual, and physical
needs of young people from 10 to 15 years old are
being increasingly recognized in the schools, but the
activities of these students after school are just beginning to be considered in terms of their effects on
adolescents' scademic and personal growth. Early
in 1985, the University of North Carolina's Center
for Early Adolescence embarked on a project titled
"School Improvement and After-School Programs.
Making the Connection." The center's staff members visited Detroit, Indianapolis, Louisville, Memphis, Pittsburgh, St. Louis, and San Antonio to
discuss with school administrators and community
leaders the benefits and problems of existing or potential collaborative efforts between schools and
community agencies. Although each district's stitude was unique, the researchers found agreement
that schools and community agencies can work effectively together, that establishing connections between schools and after-school programs can foster
middle-grade students' educational and social development, that collaborative efforts can help adolescents become contributing members of their
communities, and that these programs can also
bring parents into the schools. The greatest barriers
to these efforts involved money, transportation, facility use and staffing, parent support, and coordination. Exemptes from the district's libitative creative. oring parents must be schools. The greatest current to these efforts involved money, transportation, fa-cility use and staffing, parent support, and coordina-tion. Examples from the districts illustrate creative efforts to resolve these difficulties. (PGD)

ED 280 152 EA 019 261

ED 280 152

Venters, Tommy R. Schoppmeyer, Martin W.

The Effect of Statewide Reassessment and Millage
Rollback on School Flanace is Arkansas.

Pub Date—10 Apr 86

Note—18p; Paper presented at the Annual Meeting of the National Education Finance Association (Chicago, IL, April 1986).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/POI Plus Pestage.
Descriptors—Assessed Valuation, "Change Strategies, Constitutional Law, Educational Equity (Finance), "Educational Finance Reform, Financial Problems, Problems, "Property Appraisal, "Property Taxes, "State Legislation, Tax Rates Identifiers—"Arkansas

Amendment 59 to the Arkansas Constitution established three kinds of taxable property (real, personal, and utility) and prescribed different reassessment and millage rollbacks for each. This has led to a lack of revenue growth from any source sonal, and unity) are reassessment and millage rollbacks for each. This has led to a lack of revenue growth from any source except real property. Because more funds are needed to implement new state standards in the achools, 12 solutions have been suggested for changing the effect of the rollback on personal and utility property. Some of these suggestions are to (1) repeal Amendment 59; (2) classify property; (3) classify property millage; (5) combine real and personal property millages in each school district on the same ratio that exists between real and personal property; and (6) classify both utility and carrier personal property as personal property. Most suggestions would require another constitutional amendment. The most viable solution is to let the provisions of the law take effect and provide new revenue to make The most viable solution is to let the provisions of the law take effect and provide new revenue to make up the lack of funds. Other states should: (1) avoid temporary classification of property, if possible; and (2) avoid making a complex rollback plan part of the state constitution. Advantages and disadvantages of each suggestion are listed. (IW)

ED 280 153 EA 019 262 Shannon, Thomas A.

The Story of the National School Boards Associa-National School Boards Association, Alexandria,

VA. Pub Date—Mar 87

Note—139p. Pub Type— Historical Materials (060)

EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Board of Education Role, \*Boards of Education, Educational History, Elementary Secondary Education, \*History, Organizations (Groups), \*Professional Associations Identifiers—\*National School Boards Association This decurant forward for the Association Company of the Company of the Association Company of the Association Company of the Association Company of the Company o

(Groups), "Professional Associations Identiflers."—National School Boards Association This document focuses on the ideas, forces, and events that move the National School Boards Association (NSBA) forward through the years since its founding in 1940 (with its long roots extending back into the middle of the 19th century). The first chapter of this history of the NSBA, "The Antecedent Years," focuses on the years 1850-1938. The second chapter, "NSBA Comes to Life," examines the years 1938-42. "The Dormant Years of World War II," chapter 3, highlights the years 1942-45. Chapter 4, "The Post-War Rebirth," looks at the years 1945-49. The fifth chapter, "A Time of Self-Discovery," examines the years 1949-53. Chapter 6, covering 1953-60, presents "NSBA's Outreach Years." "The Shift to Action," the seventh chapter, deals with the years 1960-67. Chapter 8, "Laying a Solid Foundation," focuses on 1967-70. The ninth chapter, "The Years of Steady Growth," highlights the years 1970-76, and the final chapter, "The Expansion Decade in the Nation's Capital," covers 1976-87. Included are 18 appendices summarizing significant actions or events that focus on specific areas of NSBA's operations, and an epilogue. (WTH)

ED 280 154 EA 019 263 Crawford, Chase Administrative Uses of Microcomputers. National Association of Secondary School Princi-

pals, Reston, Va. ub Date-Mar 87

Pub Date—Mar 87
Note—14p.
Available from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00

sociation Drive, Reston, VA 22091 (\$1.0 prepaid; quantity discounts).

Journal Cit—Practitioner; v13 n3 Mar 1987
Pub Type— Collected Works - Serials (022) —
Guides - Non-Clasaroom (055)

EDRS Price - MF91 Plus Postage. PC Not Available (are EDRS).

able from EDRS.

able from EDRS,
Descriptors—"Computer Oriented Programs, Computer Software, "Computer Uses in Education,
"Database Management Systems, Data Processing, "Educational Administration," "Management Information Systems, "Microcomputers, Secondary Education Identifiers—Florida

nonmers—Florida

This paper examines the administrative uses of the microcomputer, stating that high performance educational managers are likely to have microcomputers in their organizations. Four situations that would ers in their organizations. Four situations that would justify the use of a computer are: (1) when massive amounts of data are processed through well-defined operations; (2) when data processing is highly repet-itive; (3) when processing speed is important; and (4) when the task can be performed by a computer, and manual performance is not practical. Tasks that can be automated by microcomputers are discussed for 16 administrative functions. Descriptions of the tasks are based on the combilities of software retasks are based on the capabilities of software rec-ommended by at least two principals in two Na-tional Association of Secondary School Principals (NASSP) surveys and two surveys of Florida princi-pals. Four functions-student records, scheduling. pals. Four functions-student records, scheduling, attendance accounting, and grade analysis and reporting-are identified as constituting over 50 percent of the NASSP survey recommendations. The remaining functions are listed as athletics, budgeting, financial accounting, food service, guidance, interactional forms after from data, banks, instructional remaining functions are listed as athletics, budget-ing, financial accounting, food service, guidance, in-formation from data banks, instructional management, inventory and property records, me-dia center, planning, staff/personnel records, and student transportation. Each function is examined in depth and capabilities of the software for each function are highlighted. (WTH)

ED 280 155 EA 019 264

EA U19 26
Kominski, Robert
School Earollment-Social and Economic Characteristics of Students: October 1983. Current
Population Reports: Population Characteristics.
Bureau of the Census (DOC), Suitland, Md.
Pub Date—Mar 87

Note-97p. Journal Cit-Current Population Reports; Series Journal Cit—Current Population Reports; Serie P-20 n4:3 Mar 1987; Pub Type—Numerical/Qu., zitative Data (110)— Collected Works - Serials (022) EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age, College Students, \*Dropout Rate, Early Childhood Education, Elementary Secondary Education, \*Enrollment, Enrollment Trends, Ethnic Groups, Marital Status, National Surveys, Place of Residence, Postsecondary Edu-cation, Race, \*Racial Composition, \*Reentry Stu-dents, School Demography, \*School Statistics, Sex, \*Socioeconomic Status, Student Characteris-tics, Tables, (Data)

dents, School Demography, "School Statistics, Sex, "Socioeconomic Status, Student Characteristics, Tables (Data)
Detailed tabulations are presented on the topic of school enrollment, including the social and economic characteristics of students. Special topics discussed include racial differences in preprimary enrollments, an estimate of high school dropout rates, changes in the sex composition of college students, and the proportions of students who are returning to college after some period of time out of school. Some highlights of the topics discussed are:

(1) in October 1983, 57.8 million persons aged 3 to 34 were enrolled in schools; (2) the number of nursery school students has increased by 75 percent in the past 10 years; (3) whereas elementary school enrollments, at 27.2 million, will soon stop decreasing and begin rising, high school enrollments of 14 million are down substantially from 1977 when there were 15.8 million students; and (4) college enrollments, at 10.8 million, are substantially greater than the 8.2 million students enrolled in 1973. Increases in college enrollment have occurred in part because of rising participation rates of women. In addition, students 35 and older now account for over 12 percent of all college students. Seven tables are included with the text. The main ody of the report consists of 25 detailed tables. The appendixes contain 14 supplementary tables, the sources of the data, and an assessment of the reliability of the estimates. (MLF)

. EA 019 265 Williams, Mary Frase
Private School Enrollment and Tuition Trends:

Issue Paper.
Center for Statistics (OERI/ED), Washington, DC.

Pub Date—87
Note—25p.; Reprinted from "The Condition of Education," 1986 edition (ED 277 162).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Catholic Schools, Educational
Trends, Elementary Secondary Education, "Enrollment Influences, Enrollment Rate, Enrollment Trends, Ethnic Distribution, Family
Income, Parent Education, "Private Schools, Public Schools, Racial Distribution, Regional Characteristics, Religious Education, School
Demography, School Size, Statistical Analysis,
"Student Characteristics, Student Recruitment,
Student School Relationship, "Trend Analysis,
"Tuition

This report presents detailed data on national pri-vate school enrollment and tuition trends, collected vate school enrollment and tuition trends, collected primarily from governmental sources. Six tables and three figures provide statistical data. An overview describes the availability and analysis problems concerning these data, for example, the lack of information on increasingly attended non-Catholic religiously affiliated schools. Data analysis includes total enrollment (with trends from 1970-85), proportion of students attending private schools, with attendance by region and metropolitan status. Private school students' are charted by family income, control of school (e.g., religiously affiliated), attendance, parental educational attainment, and race/ethnicity. Tuition and fees since 1979 are presented according to the foregoing categories. The report includes the following data implications: (1) Creater diversity in types of private schools atreport includes the following data implications: (1) Greater diversity in types of private schools attended occurs as the proportion of enrollment in Catholic schools descreases and the proportion in other religiously affiliated schools increases. (2) Diversity in racial/ethnic background presents mixed trends; fewer black students but about the same number of Hispanics attended private schools in 1985 as in 1979. (3) Relative sixes of private and public school sectors have changed little in recent years. (4) Private schools' tuitions increased considerably faster than the cost of living between 1979-85, especially for church-related schools. Appendices provide statistical methodologies, reliability, standard errors, and references. (CJH)

EA 019 266 White, William D.

Effects of the Year-Round Calendar on School Pub Date—2 Feb 87

Note—9p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (18th, Anaheim, CA, February 1-4, 1987). Pub Type—Reports -Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Attendance, "Attendance Patterns, "Cost Effectiveness, Dropout Rate, Elementary Secondary Education, Expenditure per Student, Extended School Year, Incentives, "School Holding Power, "Student Motivation, Student School Relationable," "Feacher Attitudes, Vacation Programs, "Year Round Schools Identifiers—"Colorado (Jefferson County)
This report explores effects of a year-round schedule on pupil and teacher attendance in the Jefferson County, Colorado, School District. Information is drawn from a 1977 district study and from interviews with teachers and principals. Comparison of data on attendance before the program and after its first year found that attendance increased in elementary and secondary schools. Teachers' attendance improved as well, demonstrated by iess sick and personal leave. Over a year, per pupil cost savings was 74 cents. An unanticipated result (of the year-round school experience) was reduction of high school dropout statistics. Students returned to school (at no cost to the student) during a fifth quarter vacation is larger numbers: 2,010 additional spaces were utilized and additional credits totaled 1,171. Similar gains occurred among junior high schools. Elementary students often chose abort courses offered during vacations. Interviews with experienced administrators and teachers include the following observations: Scheduling flexibility accommodated students arriving and departing at each term change and desiring to change teachers. Dropout problems were similarly resolved. Teachers preferred the adaptable lifestyle; families with both parents employed could arrange vacations. School holding power increased during the standard academic year. The schedule proved to be a feasible means for extending the year for able stu

ED 280 158 EA 019 267 EA 019 26:
Kanige, Jeffrey Ritterbusch, Peg
Press and Community Relations. School Board
Library Series, Volume 4.
New Jersey School Boards Association, Trenton.
Report No.—ISBN-0-912337-07-9
Pub Date—86

Pub Date—86
Note—65p.
Available from—Publication Sales, Business Office,
New Jersey School Boards Association, P.O. Box
909, Trenton, NJ 08605-0909 (\$9.95 prepaid).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Board of Education Role, Community Involvement, "Community Programs, "Community Relations, Elementary Secondary Education, Family School Relationship, "Information Dissemination, News Medis, Older Adults, Parent School Relationship, Public Relations, School Budget Elections, School Budget Ilections, School Budget Elections, Elect focuses on the school district staff and students as the most effective communications vehicle available to the school board communicator. Chapter 2, "Communicating with the Community," recommends visualizing the community in its components instead of as a nameless whole in order to communicate most effectively. Components include parents, senior citizens, business and industry, and opinion leaders. The third chapter, "The Media: Monsters or Marshmallows?" examines the relationship between administrator and reporter, and gives techniques and procedures to facilitate the relationship Chapter 4, "Crisis Communications," emphasizes the need to create a master plan to handle crisis situations before they occur. The fifth chapter, "Bond and Budget Referanda," focuses on elements essential to a successful bond and budget campaign. Included are tipsheets on a variety of public relations topics, a public relations checklist, a school communications inventory, and six references.

ED 280 159

EA 019 268

ED 280 159

EA 019 268

Purser, Susan R.

The Relationship between Teacher Effectiveness and Teacher Evaluation and Selected Teacher Demographic Variables.

Pub Date—Feb 87

Note—22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

1987).

ing of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—'Academic Achievement, Cultural Background, Grading, High Schools, Race, Rating Scales, Sex, Teacher Certification, "Teaching (Occupation), Teaching Experience Identifiers—Mississippi (Jackson County)

This paper inquires into the relationship between the criterion variable of teacher effectiveness and the independent variables of the acore on the cacher evaluation procedure and the teacher demographic variables of race, sex, level of teacher certification, and years of teacher certification, and years of teacher certification, and years of teacher certification, and suspensive and the suspensive subject of teacher certification in moreoving the process of predicting and assessing teacher effectiveness. The study was conducted in an urban school district with a student population of 1,000 (70 percent minority) and a certified staff of 1,700 employees. High school teachers were classified by their race, sex, level of teacher certification within each of four subject areas (English, mathematics, science, and social studies). Effectiveness was rated by assigning teachers to standard, below standard, or above standard categories based on predicted final grades compared to actual final grades for the students of that teacher. Data were subjected to statistical analysis. Findings supported the hypothesis that there was no statistical relationship between the score on the traditional teacher evaluation summative report and teacher effectiveness. A statistical data table and 15 references are included. (WTH)

ED 280 160

EA 019 269

Haugland, Maurice

A Camparative Analysis of the Professional Competencies Needed by Superintendents of Public Schools Perceived to Be Most Desirable for Successful Employment by School Board Members and Superintendents in South Dakota.

Pub Date—Feb 87

Note—9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Administrators, "Board Administrator Relationship, "Boards of Education, Collective Bargaining," Competence, Curriculum Development, Educational Finance, Elementary Secondary Education, Evaluation Criteria, "Job Performance, Personnel Management, Policy Formation, Public Relations, Public Schools, School Construction, "Superintendents Identifiers—South Dakota

This paper, which highlights the findings of a recently completed doctoral dissertation, attempts to:

(1) identify the desirable professional competencies of superintendents as perceived by South Dakota school board members and superintendents, themselves; and (2) determine which competencies, when performed unsatisfactorily, are the most common bases for nonrenewal of the superintendents; contracts. Data for the investigation were collected selves; and (2) determine which competencies, when performed unsatisfactorily, are the most common bases for nonrenewal of the superintendents' contracts. Data for the investigation were collected by means of two similar questionnaires completed by public school superintendents and school board members. Board members returned 655 questionnaires, and superintendents returned 178. Competencies ranked included: (1) public relations, (2) school finance, (3) personnel management, (4) curriculum development, (5) policy formulation, (6) school construction, (7) accomplish goals set by

board, (8) superintendent/board relations, and (9) collective bargaining. School board members ranked: (1) personnel management, (2) school finance, and (3) curriculum development as the most important competencies. Superintendents ranked: (1) superintendent/board relations, (2) personnel management, and (3) public relations as the most important. Board members perceived personnel management, and superintendents perceived superintendent/board relations, as the most prevalent competencies resulting in dismissal, nonrenewal, or requested resignation of a superintendent awareness of school board members' perception of desirable competencies, development of effective personnel management techniques, and better communication between superintendents and board members.

EA 019 270

ED 280 161

Nelson, David And Others

Implications of the Texas Mandate for Comprehensive Performance Appraisal.

Pub Date—26 Oct 86

Note—35p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Washington, DC, October 1986).

Pub Type— Reports — Descriptive (141) — Speeches/ Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"Career Ladders, "Competency Based Teacher Education. Educational Change, Educational Legislation, Elementary Secondary Education, Incentives, Instructional Improvement, Job Training, Merit Pay, "Personnel Evaluation, State Legislation, Teacher Education, Teaching Experience Identifiers—"Texas

This paper: (1) describes the recently implements of the Pay and the Secondary Conference (1) delicities.

nel Evaluation, State Legislation, \*Teacher Education, Teaching Experience
Identifiers—\*Texas

This paper: (1) describes the recently implemented Texas plan for school reform; (2) delineates
a major component of Texas reform, the career ladder. In response to a nationwide call for raised educational standards, Texas passed HB 72, a
comprehensive education bill implementing a comprehensive "career ladder" model for the testing,
certification, placement, and evaluation of all teachers in the state. The career ladder concept has three
components: competency testing, merit pay, and
performance appraisal. It is anticipated that teachers will demonstrate a knowledge of basic skills, as
knowledge of subject matter, and a knowledge of
pedagogy, and so experience a heightened sense of
professionalism. According to HB 72, teachers are
assigned to a career level based on criteria that require an objective checking system: experience,
job-related education, advanced academic training,
and job assignment. Performance appraisal is conducted in the classroom by a trained evaluator. The
quality of teachers' performance is determined, and
each teacher is placed at a career ladder level (level
2, 3, or 4), with financial incentives for each higher
level. Mandated and planned changes in the induction and licensure of teachers and administrators in
various states are examined. Concluding the paper
are 18 references and three tables. (WTH)

Wagemaker, H. Maori and Pakeha School Performance: The Chal-lenge for Educational Policy and Research. Pub Date—Mar 87

Note—33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12 4, tion S. 1987).

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Billingual Education Programs, "Cross Cultural Studies, Cultural Differences, Curriculum Enrichment, Educational Research, Elementary Secondary Education, "Edual Education, "Ethnic Groups, "Ethnic Relations, Foreign Countries, Intercultural Programs, "Multicultural Education, Social Differences, Social Integration

tural Programs, "Multicultural Education, Social Differences, Social Integration Identifiers—"Maori (People), "New Zealand It is suggested that significant differences remain between ethnic groups in New Zealand, specifically the Maori and the non-Maori, or "Pakeha" (a term used by the Maori for New Zealanders of European descent), in terms of educational achievement. This gap exists despite emphasis placed on education as a means of reducing social inequality. These differences, when combined with similar dispartities in other social indicators such as life expectancy, em-

ployment, and composition of prison populations, pose a significant challenge to the belief in equality, social justice, and the potential attainment and maintenance of social harmony. Statistics reveal that over one-half of Maori students who took School Certificate examinations received grades below that required to proceed, whereas only 26.5 percent of non-Maori received a similar grade. Access to and progress through schools has been changed significantly due to curriculum modifications, and greater attention is being paid to Maori language and culture; yet, educational disparities continue. The development of: (1) educational programs simed at the remediation of educational disadvantage and (2) research that seeks to discover clues to avoid entrenching educational disadvantage continue to be of the greatest importance. Efforts will be needed in other public sectors such as health and justice and the wider community if major changes are to result. Concluding the paper are 3 tables and 16 references. (WTH)

ED 280 163

Block Grants: Federal Data Cellection Provisions.
General Accounting Office, Washington, D.C. Div.
of Human Resources.
Report No.—GAO/HRD-87-59FS
Pub Date—Feb 87

Pub Date—reo e/ Note—16p.

Available from—Publications Sales, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free; additional cop-ies are \$2.00 each).

Partyria. Research (143) — Legal/Leg-

ies are \$2.00 each).

Pub Type—Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Block Grants, Compliance (Legal),
Data Collection, Demonstration Programs, Educational Finance, Elementary Secondary Education, \*Federal Programs, \*Federal Regulation,

\*Federal State Relationship, Government School
Relationship, \*Individualized Education Programs, Program Costs, Revenue Sharing, State
Aid

\*Education Consolidation Improve

grams, Program Costs, Revenue Sharing, state Aid Identifiers—\*Education Consolidation Improvement Act Chapter 2
This fact sheet compares statutory data collection and reporting provisions of the federal education block grant (chapter 2 of the Education Consolidation and Improvement Act of 1981) with the nine other block grant programs funded in fiscal year 1986; data on statutory administrative cost limits are also provided. Each grant's legislation was reviewed and federal program officials were interviewed to confirm agency interpretations of key legislative provisions. Data are offered in six tables. Table 1 lists block grants reviewed and their implementing agencies. The second table enumerates three types of data collection and reporting requirements imposed on federal agencies: (1) reporting to Congress on program activities, (2) program assessment data, and (3) compliance reviews of state program operations. States that receive block grant funds must furnish data to federal agencies for congressional review, and must meet four requirements, given in table 3: grant applications demonstraing funding plans, reports of actual funding use, fiscal expenditure reports, and financial and compliance audits. Table 4 presents the statutory requirements for federal participation in the development of national data systems; model criteria and standardized forms must be developed by agencies administering 5 of 10 block grants for uniform data collection. Federal agencies use supplemental data sources for congressional reports, these are enumerated in table 5. Table 6 describes limits on funding amounts for states' administrative costs) of allocations for the education block grant. (CJH)

ED 280 164 EA 019 273
Private Schools and Private School Teachers:
Final Report of the 1985-86 Private School Study. Contractor Report.
Westat, Inc., Rockville, MD.
Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—OERI-CS-87-346c
Pub Date—Mar 87
Contract—300-85-0212
Note—1490.

Contract—
Note—149p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160) — Numerical/Quantitative Questionnaires (160) — Numerical/Qu Data (110) EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Trends, Elementary Secondary Education, "Earollment Influences, "Institutional Characteristics, "Private Schools, Public Schools, Regional Characteristics, Religious Education, School Demography, School Organization, Statistical Analysis, "Teacher Attitudes, "Teacher Characteristics, Teacher Retuitment, Teacher Salaries, Teacher Student Ratio, Teaching Conditions, "Trend Analysis
This report updates information on private schools and provides nationally representative data on private school teachers. Two separate question-naires were administered, one collecting information on school characteristics from administrators in a nationally representative sample of 1,174 private schools, and the second collecting information from a representative sample of 5,295 teachers among the sampled schools. Linking teacher data with school characteristics increased the utility of information gathered. Data are presented in 49 tables, 4 figures, and 2 appendices. School information is compared with previous study years and with data gathered from studies of public institutions. School findings are discussed concerning private elementary and secondary schools, school characteristics, staffing, and availability of programs and services. Teacher findings are discussed in terms of characteristics, compensation, teaching and nonteaching activities, training and assignment, class size and homework assignments, and teacher attitudes. Summary statistics on private schools teachers include the following of the 404,000 teachers in private schools, 46 percent teach in Catholic schools, 32 percent teach in non-sectarian schools. About three out of four are females, and most are white. Nearly one in three has either a master's degree or Ph.D. The mean base salary of private school teachers is \$114,400; those in private secondary schools receive the highest (\$17,100), whereas private elementary school teachers receive the lowest (\$12,900). The appendices contain the survey methodology and the school and teacher questi

ED 280 165

EA 019 275

Weber, Joan The Mentor Program in the Scarsdale Public

Pub Date-20 Feb 87

ing of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987)

ministrators (New Orleans, LA, February 20-23, 1987).

Pub Type— Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/FC01 Plus Postage.

Descriptors—Beginning Teachers, College School Cooperative Pinning, \*Cooperative Programs, Elementary Secondary Education, Institutional Cooperative Pinning, \*Cooperative Programs, Elementary Secondary Education, Institutional Cooperative, Institutional Cooperative, Institutional Cooperative, Institutional Cooperative, Institutional Cooperative, \*Mentors, Needs Assessment, \*Peer Relationship, \*Professional Development, Teacher Effectiveness, Teacher Improvement, Teacher Supervision, Workshops Identifiers—\*New York (Scarndale)

This report describes the Scarsdale, New York, Public Schools' mentor program for beginning teachers from the perspective of its second year (1986-87). In response to the challenge to provide support for sew teachers and to vitalize an experienced staff, a collaborative program was developed among the Scarsdale Teachers Association, district administration, and Teachers College, Columbia University. A joint committee solicits nominations for mentor from staff and administrators and institutes and institute among the Scarsdale Teachers Association, district administration, and Teachers College, Columbia University. A joint committee solicits nominations for mentors from staff and administrator and pairs nominees with new teachers. The mentor role is open to tenured teachers who demonstrate significant competence and dedication. Twenty-nine mentors were operative during 1986-87. Mentors' responsibilities include an eight-session seminar and assisting the new teacher with schedules, orientation, and curriculum design. The pair meet at least one hour weekly. An orientation defines teachers' roles and stresses the relationship's nonevaluative and supportive nature. Year-long sessions involve instructional programs, community information, and professional growth. Beginning mentors attend even two-hour sessions on values orientation and observation techniques. Most mentors give positive reports about sessions and professional growth opportunities. A stipend is available for second-year mentors. Administrators and faculty believe the investment has increased performance and productivestment has increased performance and productivestment. vestment has increased performance and productiv-ity. To be successful, the program must maintain the achievements of greater teacher effectiveness and

career satisfaction. (CJH)

EA 019 276 ED 280 166

EA 0.19 276
Hornbeck, David W.
Does Values Education Belong in the Curriculum?
Pub Date—21 Feb 87
Note—14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23,

ministrators (New Orleans, LA, February 20-23, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/FC01 Plus Postage.
Descriptors—Administrator Responsibility, Citizenship Education, "Curriculum Development, Curriculum Evaluation, Educational Change, Elementary Secondary Education, Evaluative Thinking, Family School Relationship, Improvement Programs, School Community Programs, School Community Programs, School Community Programs, School Community Relationship, School Responsibility, Staff Development, Student Characterisisc, "Student Development, Student Needs, Student School Relationship, "Values Education This report recommends ways to integrate values education into schools' curricula. Societal problems indicate that values play as important a role in students' development as math and science, as sugested by statistics on increasing teenage suicide, pregnancies, and dropping out. While it is important to ensure that at-risk students become critically thinking young people that is not enough, nor is it enough to collect credits and occupational degrees without the values that make for a caring society. enough to collect credits and occupational degrees without the values that make for a caring society. However, traditional means of values transmission-church, family, school-have altered in function; for example, of children born in 1983, 60 percent will live in a one-parent home by age 18. Schools, often captured by scademic achievement goals, exclude factors contributing to young peogoals, exclude factors contributing to young peo-ple's character. Three approaches might be consid-ered in determining how to teach values. (1) Classroom/curriculum approaches infuse values throughout curricula, courses, or classroom discus-sions. (2) The school examines its actions to ascer-tain what contributes to or detracts from selected values; for example, curriculum development should consider women's and minorities' roles, staff development, and the school-home relationship. (3) A strong community are vervice program may be the development, and the school-home relationship. (3) A strong community service program may be the most important component of a quality values education program because people learn best by doing such a program requires adequate supervision and a seminar and/or writing component. This fundamental program is recommended as a graduation requirement because it fulfills the need for belonging and because a good community program can develop a sense of responsibility beyond the self. (CJH)

ED 280 167 EA 019 277 Fitzgerald, Jeri A.
Women and Leadership: Planning, Presentation, and Perseverance.
Pub Date—22 Feb 87

Note—12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23,

1987).

Pub Type— Reports - Descriptive (141) — Speeches/ Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Administrator Education, \*Administrator Qualifications, Administrators, Administrator Selection, Elementary Secondary Education, \*Employed Women, Employer Attitudes, Employment Interviews, \*Employment Qualifications, Equal Opportunities (Jobs), Feminism, Job Applicants, Job Satisfaction, \*Job Search Methods, Leadership Styles, \*Managerial Occupations

Occupations
Women wishing to promote themselves into the educational leadership positions for which they are qualified should concentrate their energies in three major directions—planning, presentation, and persevance. This report recommends steps women can take in finding a satisfying administrative position in direction. Accommanying comments include reletake in moting a satisfying administrative position in education. Accompanying comments include relevant employment statistics and job-hunting advice: (1) Determine strengths and areas of interest. (2) Prepare academically for administration. Women should not, however, expect college programs to prepare them fully for a leadership role. An independent study or an internship in administration has been also accompanied to the program of th may be the answer to obtaining needed coursework.

(3) Presentation includes learning all the job-seeker can about the institution to which she is applying.

Knowing each interviewer's name and special statistics about the school can prove valuable during the interview. (4) The final step, perseverance, implies the use of communication skills. Women should, for example, create networks among other women and among men for future information and contacts. The report concludes with a nine-item bibliography.

ED 280 168

EA 019 278

ED 280 168
Johnson, Sandy
How to Rejuvenate Hohum Teachers.
Pub Date—Apr 87
Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Educational Assessment, Elementary Secondary Education, Employer Employee Relationship, Human Relations, Instructional Development, "Instructional Improvement, "Instructional Leadership, Interpersonal Relationship, Needs Assessment, "Organizational Effectiveness, Organizational Theories, Performance Factors, Professional Development, School Effectiveness, "Teacher Administrator Relationship, Teacher Improvement, "Teacher Motivation

Relationship, Teacher Improvement, \*Teacher Motivation
Identifiers—Personal Profile System, \*West Virginia (Hampshire County)
To motivate teachers toward quality performance, administrators must follow effective organizational practices and methods for professional development. This report describes how Hampshire County, West Virginia, schools implement ideas that increase productivity. Among ideas used were those of James Lewis, Jr., whose book, Excellent Organizationa, identifies assumptions held by managers of successful organizations that apply to constructing a supportive system for teachers. (1) Success depends on how people are treated. (2) Managers must be caring, trusting, and supportive of the organization. (3) Teamwork is the key to results. (4) Employees performance improves as managerial control lessens. County administrators analyzed teachers as belonging to a social structure and assessed human relations functioning through the Performance Pathfinder System. The nine areas rated were as follows: human resources, goal clarity, recognition, communications, accountability, climate, involvement, planning, and measurement. Weaknesses in these areas often involve inadequate feedback and insufficient personnel contact with supervisors. To develop feedback and support for teachers, schools administered the Personal Profile System, a self-assessment instrument that identifies performed interaction styles and motivating environmenter. teachers, schools administered the Personal Profile System, a self-assessment instrument that identifies preferred interaction styles and motivating environ-ments. A school's problem with supervision was corrected through findings analysis. Team activity has increased teachers' responsibilities and achieve-ments. As their greatest asset, schools should de-velop teachers' potential through problem-solving involvement, professional growth opportunities, and a more secure emotional environment. (CJH)

ED 280 169 EA 019 279

Harris, Cameron Graduate Follow-Up Studies: Why Bother? Hampton City Schools, VA. Pub Date—Feb 87

Note—44p.; Paper presented at the Annual Meet-ing of the American Association of School Ad-ministrators (New Orleans, LA, February 20-23,

1987).
Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, \*Educational Assessment, Educational Change, Graduate Surveys, Instructional Effectiveness, uonai Assessment, Educational Change, Gradu-ate Surveys, Instructional Effectiveness, Longitudinal Studies, Long Range Planning, \*Outcomes of Education, Postsecondary Educa-tion, Program Development, \*Program Effective-ness, Program Evaluation, Research Utilization, \*School Effectiveness, School Surveys, Second-ary Education, Student Role, \*Student School Re-lationship.

lationanp Identifiers—Statistical Package for the Social Sci-ences, "Virginia (Hampton) This report emphasizes the rationale for and pro-cedures of a high school graduate follow-up tele-phone survey in Hampton, Virginia, conducted on classes of even-numbered years. The survey instru-

ment and charts of results from 1982-86 comprise over three-fourths of the document. The follow-up survey was initiated to gather information for a school district program evaluation system. The survey occurs during Christmas holidays, drawing former students from random samples. Data use is categorized by location of students, program quality checks, trend data, and public relations. Trained callers ask questions which will elicit information to be used for longitudinal analysis and for application to currently evaluated programs, including the state competency program. In 1984, respondents were asked to "grade" aspects of school programs from "A" to "F," instead of using previous responses of "excellent," "average," and "poor"; as a result, data collection was improved. Telephone survey offers the opportunity to clarify data and to include an open response section about suggested school improvements. Student background information, already contained in school data processing records, is not needed. Callers code data according to the Statistical Package for the Social Sciences (SPSS). Two-year comparison data are used frequently for program planning. Changes are not now anticipated, other than to expand the survey to follow up students from previous surveys. (CJH)

ED 280 170

Implementing Education Reform. A Report to the Texas Let-Stature from the State Board of Education and the Texas Education Agency, 1964-1996.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

Report No.—TEA-GE7-741-01

Pub Date—Jan 87

Note—57n EA 019 280 ED 280 170

Roport No.—TEA-GE7-741-01
Pub Date—Jan 87
Note—57p.
Note—57p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PCB Plus Postage.
Descriptors—Administrative Organization, Community Involvement, Curriculum, Educational Finance, Educational Innovation, Elementary Secondary Education, Minimum Competencies, Organizational Communication, Parent Participation, Performance, "State Boards of Education, State Departments of Education, "Parent Participation, "State Departments of Education, "State Legislation, "State Departments of Education, "State Legislation, "State Departments of Education, "State Legislation, "State Boards of Education, Statewide Planning, Teachers Identifiers—House Bill '2 (Texas 1984), "Texas All students need to develop essential scademic skills and to acquire a knowledge base on which to build lifelong learning. To this end, Texas has implemented sweeping reforms of the state's public education system in the form of House Bill (HB) 72. This legislation essentially revamped every aspect of public education. This report gives a summary of HB 72, an overview of the activities of the State Board of Education and its committees, and a presentation of some of the most significant reforms as they relate to long-range goals and objectives. Goal 1 focuses on performance standards that students will be expected to meet. Goal 2 emphasizes a well-balanced curriculum allowing students to realize their learning potential. Goal 3 examines teachers and teaching, stressing competence and recruitment of qualified teachers. Goal 4 focuses on organization and management, stating that all levels of the educational system will be productive, efficient, and accountable. Goal 5 looks at the financing of public education. Goal 6 emphasizes parental and community involvement in the improvement of schools. Goal 7 investigates innovation, stressing friends, and accountable for prostate three appendices, offering a chronology of education reform, program. Goal 8 discusses consistent, timely, and effective communicatio

ED 280 171 EA 019 281

ED 280 171
Course Guide for School Bus Driver Training in Texas. Revised.
Texas Education Agency, Austin.; Texas State Dept. of Public Safety, Austin.; Texas State Dept. No.—TEA-CUT-530-01
Pub Date—Feb 87
Note—1059.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MFul/PC0S Plus Postage.
Descriptors—\*Bus Transportation, Competence, "Driver Education, Riementary Secondary Education, Equipment Maintenance, First Aid, Safety, "School Buses, Service Vehicles, Special Education, State Legislation, "Student Transportation, Traffic Accidents, Traffic Circulation,

Traffic Control, Vehicular Traffic Identifiers—"Bus Drivers, "Texas

The safe and effective transportation of pupils to and from schol is an integral part of a sound educational program. This course guide is a study and reference tool for use in a training course designed to promote the competency of school bus drivers throughout the State of Texas. Unit 1 of the guide provides an overview of the transportation system, listing major concepts and data on school bus riders and drivers and legislation relative to student transportation. Unit 2 looks at the school bus driver's mage, discussing desirable characteristics, and the driver's relationships with students, parents, and community. Unit 3, on preventive maintenance, outlines the daily maintenance, inspection and up-keep of the various pieces of equipment, and operating procedures. Unit 4 presents an overview of traffic regulations and driving procedures, defining various agencies, devices, laws, regulations, and transportation terms. The fifth unit outlines defensive driving techniques, commenting on visual habits, special problems, and winter conditions. Unit 6 lists emergency equipment and emergency and evacuation procedures. Unit 7, on first aid, focuses on medical data and techniques. Unit 8 lists procedures for loading and unloading students. Unit 9 comments on the general characteristics of and procedures to be used with special education children. The tenth unit is a summary highlighting major concepts. Each unit is divided into six sections: (1) overview; (2) concepts; (3) learning outcomes; (4) content; (5) things to remember; and (6) test of understanding. Four appendices conclude the guide. These contain answers to the tests, driving record evaluation and safety check and inspection forms, and lighting and reflector requirements. (WTH)

ED 280 172 EA 019 282

ED 280 172

Brown, Doris M. Morrison, Marilym
A Teacher-Professor Partnership Model for Career
Ladder Assessment and Growth.
Pub Date—5 Aug 86
Note—16p; Paper presented at the Summer Workshop of the Association of Teacher Educators
(Flagstaff, AZ, August 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—\*Career Ladders, College School Cooperation, Coordinators, \*Developmental Programs, Elementary Secondary Education, Higher Education, Incentives, \*Inservice Teacher Education, Incentives, \*Inservice Teacher Education, Incentives, \*Inservice Teacher Education, Teacher Salaries
Identifiers—\*Clayton School District MO, \*University of Missouri Saint Louis
This paper discusses a career ladder plan developed by the Clayton (Missouri) School District and the teacher assessment procedure developed to implement that plan. The basics of the plan include (1) a \*20 testen being saints and the teacher assessment procedure developed to implement that plan. The basics of the plan include (1) a \*20 testen being saints and the plan include (1) a \*20 testen being saints and the saints and

oped by the Clayton (Missouri) School District and the teacher sasessment procedure developed to im-plement that plan. The basics of the plan include (1) a 20-step basic salary schedule, (2) a system of in-centives and rewards available to each teacher at each stage of the career ladder, and (3) an evalua-tion system designed to promote continued growth personally and professionally. For each of five ca-reer stages (Probationary, Internship, Career Teacher, Career Teacher Extended Status, and Car-reer Teacher Portali, evaluations, expectations, and Teacher, Career Teacher Extended Status, and Career Teacher Portal), evaluations, expectations, and caincentives are spelled out. To carry out these guidelines, the School of Education, University of Missouri, created a procedure for teacher assessment and growth involving (1) collection of teacher performance data; (2) analysis of data by the teacher, evaluation coordinators, and the teacher's supervisation (3) selection of a professor to work with; (4) development of a growth plan; (5) implementation of the plan; and (6) a final report on the teacher's development. Growth objectives are divided into three phases: immediate, intermediate, and long term. The first two are to be accomplished during one year, and the third is to be accomplished over three years. Outcomes are discussed under the following headings: (1) Outcomes for the Individual Teacher; (2) Pactors Important to Success; (3) Benefits to the University; and (3) Benefits to the School District. (WTH)

ED 280 173 EA 019 283

Kohl, Jeanne
Formal Legal Rationality in Law Enactment vs.
Actual Behavioral Change: The Sex Equity in
Education Act in California.

Pub Date—Apr 87
Note—17p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (Eugens, OR, April 8-11, 1987).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers

Pub 1ype—Specches/Meeting Papers (130)—Historical Materials (060)—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Civil Rights, Civil Rights Legislation, Colleges, Court Litigation, "Equal Education, Higher Education, "Justice, "Sex Discrimination, "Sex Pairness, State Departments of Education, State Legislation, Universities Identifiers—California, Grove City College v Bell, "Sex Equity in Education Act (Californis 1983)
Legislative mandates on sexual discrimination don encessarily guarantee enduring change, as is demonstrated by the reinterpretation by the United States Supreme Court of Title IX of the Education Amendments to the Civil Rights Act of 1964. In the landmark decision in "Grove City College v. Bell" in 1984, the court ruled that Title IX, which states that no person shall be subjected to discrimination under any educational program receiving federal sasistance, was applicable only to the college's student financial aid program because it was the only program receiving federal funds. This article presents a case study of political action in California where a "State Title IX" law, which became known as the Sex Equity in Education Act, was signed into law in 1982. An account is provided of follow-up actions occurring a model for implementing the new law. Development and enactment of the California State "Title IX" law which became known as the Sex Equity in Education Act, was signed into law in 1982. An account is provided of follow-up actions occurring a model for implementing the new law. Development and enactment of the California State "Title IX" law now one owners employment and education are given citing slow or nonexistent growth. Nine references conclude the paper. (WTH)

ED 280 174 EA 019 28
Sukati, Correl Walter Samukelo
Education Development: Dilemmas Facing Educational Planners in Africa.
Pub Date—Mar 87 EA 019 284

Note—11p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, April 12-15,

1987).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Administrative Problems, Agricultural Education, Curriculum Development, Demography, \*Educational Development, Educational Objectives, \*Educational Planning, Educational Quality, Elementary Secondary Education, Financial Problems, Foreign Countries, Higher Education, Industrial Education, Population Distribution tion Distribution

Identifiers—\*Africa

tion Distribution lidentifiers—"Africa Despite the widely accepted belief that educational planning can contribute to an orderly development of education in Third World countries, very little has been done to identify the constraints and dilemmas that the planners in these countries face. This paper seeks to identify some of these cilemmas and solicit some debate on how some of these constraints can be overcome. The complexity of educational planning in Africa has increased due to increases in primary, secondary, and higher education enrollment, as well as an increase in teachers at all levels. Six dilemmas are discussed: (1) demography and the problems of rapid population growth and low population density; (2) inadequate financial resources, which, despite all efforts, have not kept up with enrollment increases; (3) goals and missions of education (formal education was originally oriented toward the needs of a colonial government and not local communities); (4) planning approaches to be used, involving questions of how to expand and make priorities for expansion; (5) curriculum offered, including questions of orientation towar1 agriculture or industry; and (6) conflict between quality and efficiency, involving the attempt to maintain high academic standards and improve efficiency at the same time. (WTH)

EA 019 285 ED 280 175 How to Establish Instructional Priorities. Pub Date—22 Feb 87

ote-12p.; Paper presented at the Annual Meet-ing of the American Association of School Ad-

sistrators (New Orleans, LA, February 20-23,

ministrators (New Orleans, LA, February 20-23, 1987).
Pub Type— Speeches/Meeting Papers (150) —
Guides - Non-Clasaroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, Board of Education Role,
Community Involvement, Community Planning,
Curriculum Evaluation, Educational Administration, "Educational Assessment, Educational Equity (Finance), "Educational Planning,
Elementary Education, Instructional Development, Instructional Materials, "Needs Assessment, Parent School Relationship, Resource
Allocation, "Student Educational Objectives
Identifiers—Priorities
Establishing instructional priorities in public
schools is a worthwhile and important process. Because time and money are insufficient to increase
staffing in schools, setting priorities is a necessary
component of successful managing. Steps to be
taken in setting instructional priorities are as follows: (1) Adopt a statement of mission describing
the reason the school exists and a rationale for the
district's goals. (2) Adopt a statement of beliefs the reason the school exists and a rationale for the district's goals. (2) Adopt a statement of beliefs about student learners. Staff and community should carefully consider the competing philosophies and arrive at a consensus view. (3) Adopt a set of beliefs about the role of parents and school-home cooperation. (4) Adopt a set of general objectives describing what students should accomplish in school. (5) Rank the general objectives in order of priority. This allows resources to be allocated in accordance with what is most important. (6) Have curriculum committies develop statements of belief for each subject area before purchasing materials. By this process, a area before purchasing materials. By this process, a district can effectively establish instructional priori-

EA 019 286

Liebertz, Skip And Others
"Share the Success": Developing a Community
Relations Plan That Works.

Pub Date-6 Apr 87

Pub Date—6 Apr 87
Note—44p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1887).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PCD Pus Postage.
Descriptors—Administrator Role, Audience Analysis, Board Administrator Relationship, Boards of Education Chizen Participation Compunication. Education, Citizen Participation, Communication Problems, Communications, Communication Skills, \*Community Attitudes, \*Community Re-Sanis, Community Attitudes, \*Community Relations, Community Surveys, Elementary Secondary Education, Formative Evaluation, Information Dissemination, News Media, Public Opinion, \*School Community Relationship, School Districts Identifiers—Oregon (Salem)

This paper addresses the issue of community relationships.

This paper addresses the issue of comr tions through a presentation given by the four me bers of the school board and administration of nistration of a medium-sized school district in Salem, Oregon.
Community relations is defined as two-way communications between a school district and the public. Public feedback is necessary for improvement of school-community relations, and for acquiring com-munity support of tax levies. To meet the goal of improved communications, a comprehensive plan was developed using four steps: (1) analysis of information collected from the community through surveys, the media, and other sources; (2) planning of target audience, determining the message to

the target admense, determining the message to be sent to each group, evaluating existing communica-tion programs, and identifying feasible communica-tion methods; (3) execution and communication, including identification of who is responsible for which activity, incorporating communication skills on employee evaluations, encouraging employees to contribute in the community, and searches that senparticipate in the community, and assuring that employees are well-informed; and (4) evaluation of pioyees are well-informed; and (4) evaluation of communication activities, involving degree of suc-cess, time effectiveness, number of people reached, response, and developing a new plan based on the results of the evaluation. Successes of this district's program are recounted, and suggestions as to how other districts could develop similar plans are of-fered. (WTH)

EA 019 287 Mitchell, Douglas E. And Others Alternative State Policy Mechanisms for Pursuing Educational Quality, Equity, Efficiency and Choice Gonis. Final Report. Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Grant—NIE-G-83-0138
Note—523p.
Pub Type— Reports - Research (143)
EDRS Pries - MF02/PC21 Plus Postage.
Descriptors—Board of Education Policy, Carriculum Development, Educational Improvement, Educational Finance, Educational Improvement, Educational Legislation, "Educational Objectives, "Educational Policy, Educational Quality, Educational Testing, Elementary Secondary Education, Equal Education, Federal State Relationship, Government School Relationship, Ideology, "Policy Formation, "Politics of Education, Program Development, Program Effectiveness, Public Opinion, School Organization, School Personnel, "State Boards of Education, State Government, State Legislation, State School District Relationship, Tax Allocation
This paper reports a 2-year study of education Policy that sought to identify American

trict Relationship, Tax Allocation
This paper reports a 2-year study of education
policy that sought to identify, describe, and analyze
the essential building blocks of state-level education
policy and to discover the factors responsible for
creating differences among states in their use of
these elements to construct an overall framework
for school regulation and support. Sample selection
for the study involved two analytical levels: identification of a sample of six state policy systems, and
selection of 140 key actors within those states for
interview and survey data collection. The six states
are: Arizona, California, Illinois, Pennsylvania,
West Virginia and Wisconsin. After an executive
summary, chapter 1 outlines the background for the are: Arizona, Cantorna, inmons, Fennsylvana, West Virginia and Wisconsin. After an executive summary, chapter I outlines the background for the study of state education policy systems and lists 26 references. Chapter 2 describes the research design and methodology for the study and lists 18 references. Chapter 3 examines the state policy mechanisms of ranking, attention, and knowledgeability. Chapter 4 looks at competing approaches to seven alternative state policy mechanisms. The fifth chaper explores values in legislative codes and cites aim references. Chapter 6 examines political culture values of state education policy in the six sample states. The eighth chapter describes public values as origins of policy actions. Chapter 9 explores the influence, power, and policymaking processes and lists nine references. The final chapter examines assumptive worlds and education policymakers and cites 37 references. A total of 65 tables, makers and cites 37 references. A total of 65 tables 40 figures, and 10 appendices containing the study instruments and data collection forms are included. (WTH)

ED 280 178 EA 019 288 Schmuck, Richard A. Runkel, Philip J. Handbook of Organization Development in Schools, Third Edition.

Report No.—ISBN-0-87484-596-3 Pub Date—85 Note—537p. Available from—Order Department Order Department, Mayfield Pub lishing Co., 285 Hamilton Avenue, Palo Alto, CA 94301 (\$29.95).

Pub Type— Books (010) — Guides - Classroom -Learner (051) — Guides - Classroom - Teacher

(052)
Document Not Available from EDRS.
Descriptors—Change Strategies, \*Conflict Resolution, Decision Making, \*Educational Administration, Educational Diagnosis, \*Educational

tion, Educational Diagnosis, "Educational Improvement, Elementary Secondary Education, Evaluation, Interpersonal Communication, Meetings, Objectives, "Organizational Change, 'Organizational Development, Participative Decision Making, Problem Solving, "Program Design, Theory Practice Relationship dentiflers—Macrodesigns, Microdesigns, Oregon

Identifiers—Macrouesigns, macroid (Eugene)
This textbook is designed for use: (1) as a text in college classes in curriculum and instruction, educational administration, public policy, school counseling, school psychology, and the social psychology of educations; and (2) as a resource for inservice training of school administrators, staff personnel, and teachers. The book focuses on organization development (OD) in the schools as a way to bring about constructive changes such as improved school clients and communications. constructive changes such as improved school cli-mate, interpersonal and interprofessional communimate, interpersonal and interprofessional communication, student achievement levels, and effective teaching. Eleven chapters are titled as follows: "Theory and Technology," "Macrodesigning," "Clarifying Communication," "Improving Meetings," "Solving Problems," "Making Decisions,"

"Working with Conflicts," "Microdesigning," "Diagnosis and Readiness," "Evaluation," and "Institutionalizing OD in School Districta." Chapters contain numerous figures, exercises, handouts, questionnaires, and other tools useful to students and educators. Chapters are designed to be read and used independently from the rest of the book as well as in thematic clusters. Chapter 11 describes several local self-help groups of organizational specialists and suggests ways in which schools may be similarly able to utilize the services of such experts in the field. Extensive references are appended. (IW)

Lufler, Henry S., Jr.
Legal Impact Studies: Golden Oldies and Today's
Research.

Research. Pub Date—Mar 87

Note—Sp.
Journal Cit—NOLPE Notes; v22 n3 p1-3 Mar 1987
Pub Type— Journal Articles (080)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Community Organizations, Commu-

asse from EDRS.

Descriptors—Community Organizations, Community Study, \*Court Role, Courts, \*Desegregation Effects, Elementary Secondary Education, Hypothesis Testing, Legal Problems, \*Research Methodology, \*Research Problems, \*School De-

segregation Identifiers—Elites, \*Implementation Analysis,

Identifiers—Elites, \*Implementation Analysis, Prayer, \*Supreme Court Contemporary scholars researching the courts' impact on schools would profit from examining the well-funded studies conducted in the 1960s and early 1970s. This article discusses the substance of early judicial impact research and explores its relevance for today. Most 1960s impact studies dealt with United States Supreme Court decisions in three areas of which two involved educations school. with United States Supreme Court decisions in three areas of which two involved education: school prayer and school desegregation. Early impact re-search posited the simple, testable proposition that Supreme Court decisions in these two controversial areas might be ignored or evaded. Numerous vari-ables were found to affect short-term compliance Since school personnel evinced incomplete under-standing of court decision requirements, local com-pliance was promoted by the activities of third-narty pliance was promoted by the activities of third-party groups like civil liberties associations. Some school administrators decided to avoid behavior changes until directed by school boards or threatened by until directed by school boards or threatened by lawsuits. Resistance and acceptance were also related to geographic region. This article lists a dozen findings that could be used as hypotheses for contemporary researchers. Two important variables needing further study are administrators' personal attitudes and community elite's roles. Community case studies are also needed. Early impact research offers both a useful source of testable propositions and an excellent recovery around for research methoners both a been source or testatore propositions and an excellent proving ground for research meth-odologies. Specific research emphases are briefly discussed and a plea is made for a return to indepth field methodologies. Appended are 22 references.

EA 019 292 ED 280 180 EA 019 26

Measuring Changes in Salaries and Wages in Public Schools: 1987 Edition. ERS School Management Reference Series.

Educational Research Service, Arlington, Va. Pub Date—87

Note: 141

Note—41p. Available from—Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 218-00094;

932.00).
Pub Type— Numerical/Quantitative Data (110)—
Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Comparative Analysis, Compensation (Remuneration), \*Cost Indexes, Economic tion (Remuneration), "Cost Indexes, Economic Change, Elementary Secondary Education, Public Education, "Salaries, "Salary Wage Differentials, School Personnel, "School Statistics, Statistical Data, Tables (Data), Teacher Salaries, Trend Analysis, Wages
The Composite Indicator of Changes (CIC) in average salaries and wages paid by public school systems is a statistical measure based on data collected and reported annually for 28 of 32 public employee positions that sauses and compares aslary changes

and reported annually for 28 of 32 public employee positions that gauges and compares salary changes and analyzes salary trends in individual school systems, groups of school systems, and nationally. This report describes the development, computation, and use of the CIC and reports on salary and wage changes for the decade 1976-77 to 1986-87. Data are broken down showing change among groups of

school personnel, among comparable school systems, and within economic indicators such as the Consumer Price Index. The six groups of school personnel compared are central office administrators, school building administrators, classroom teachers, auxiliary professional personnel, secretarial and cierical personnel, and other support personnel. School systems are grouped for comparison by enrollment. Instructions are provided illustrating (1) how to use the CIC to compare local school systems are from the basis of state and national data and (2) changes over an extended period. Included are 12 tables, 9 figures, 6 references, and 3 sppendices with worksheets for developing local data. (WTH)

EA 019 293

EL 280 181

Bach. Robert H. And Others
Systematic Concerns Relating to the Adequacy of
Existing Elementary/Secondary Organizational
Structures to Adequately Provide Educational
Excellence. A Symposium. Sponsored by the
International Society for Educational Planning
and the Mid-South Educational Research Association (New Orleans, Louisiana, November 16,
1984).
Pub Date—16 New 26.

and the Mid-South Educational Research Association (New Orleams, Louisiana, November 16, 1984).
Pub Date—16 Nov 84
Note—33p.
Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)
EDRS Price - MF61/PC02 Plus Postage.
Descriptors—Administrators, Educational Administration, "Educational Philosophy, Educational Planning, "Educational Philosophy, Educational Planning, "Educational Philosophy, Educational Theories, Elementary Secondary Education, Financial Problems, "Holistic Approach, Intellectual Development, Organizational Development, Performance Factors, Socialization, Theory Practice Relationship Identifiers—Excellence in Education
Educational quality and the organizational structure of the nation's educational system are examined in relation to the call for reform in American public education in this symposium paper. In "Introduction and Problems Statement," Robert H. Beach states that problems in American education stem from a structurally dysfunctional system, are not isolated and specific as the literature suggests, and should be viewed and treated in a holistic fashion. Three papers were presented at the symposium. First, "The School Finance Perspective" (Ronald A. Lindahl) examines school finance in relation to phinosophical, legal, governance, structural, and planning concerns in education. Second, "The Perspective from Planning and Organizational Theory" (William D. McInerney) examines the public school administrator's use of a rational comprehensive model in educational planning and describes the limited applicability of that model to educational organizations. Finally, "The Perspective That Schools Cannot Be Improved Until the Defects of Their Systemic Organizations and extended in muchasiation and custodial functions in schools, and states that schools are organized in such a way as to frustrate attempts to achieve improvements in the performance of these functions. Included in the paper are 31 references. (WTH)

EA 019 304 ol Boards: Strengthening Grass Roots Leader

ship. nstitute for Educational Leadership, Washington,

Institute for Educational Leadership, Washington, D.C.

Spons Agency—American Can Co. Foundation, Greenwich, CT.

Report No.—ISBN-0-937846-89-9

Pub Date—Nov 86

Note—87p.

Available from—Publication Sales, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036

(\$6.00 prepaid; quantity discounts; shipping and handling charges will be added on billed orders).

Pub Type—Reports - Research (143)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board of Education Policy, Board of Education Role, \*Boards of Education, \*Citizen Participation, Educational Policy, Educational Trends, Elementary Secondary Education, \*Governance, Interdistrict Policies, Interprofessional Relationship, Policy Formation, \*Politics of Education, \*School District Autonomy, School District Size, School District Spending, \*State School District Relationship

This report presents findings of a 1985 national study of the local school board. Information was gathered from case studies in nine major metropolitan areas, questionnaires administered to over 200 school board chairpersons, and literature on board governance. Chapter 1 offers an overview and questionnaire results. Chapter 2 summarizes major findings. The historical role of school boards is discussed in chapter 3. Chapter 4, on the working board, interprets challenges faced in developing operating structures. The board-superintendent relationship is explored in chapter 5. The report probe, in chapter 6, issues confronting boards. Board members' and citizens' satisfactions and dissatisfactions with board service and practices are analyzed in chapter 7. The need for increased attention to board development for individuals and for boards is stressed in chapter 8, along with recommendations. The final chapter presentes 13 indicators of an effective board. Major findings are that citizens support the ideal of local governance of education through school boards, but not necessarily the board of their own community. Despite this approval, the public knows little about boards' functioning. States' increased visibility in education creates further contain about responsibilities. Difficulties are forecast as student populations diversify and management becomes more complex. Local governance needs informed support from communities. Thirty-nine references are included. (CHI)

EA 019 305

EAD 280 183

Anderson, Patricia S. Gabriel, Roy
The School Prefiling Guide: School Related Behavier. Program Report.
Northwest Regional Educational Lab., Portland,
OR. Assessment and Evaluation Program.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Mar 87

Note—279.

Pub Date—Mar 87
Note—22p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MP01/PO01 Plus Postage.
Descriptors—Academic Achievement, "Behavior, Behavioral Objectives, Data Collection, Elementary Secondary Education, Long Range Planning, Objectives, "Profiles, Self Evaluation (Individuals), Student Attitudes, "Student Behavior, "Student Evaluation
This guide is designed to assist school personnel

dent Evaluation

This guide is designed to assist school personnel to profile their data on student behavior to support school improvement goal setting. A profile is a document that presents a broad description of student performance in the areas of academic achievement, behavior, and attitude. The profiling process is outlined in eight steps: (1) plan the profile, which requires attention to potential measures of student behavior; (2) plan the data collection, determining how the data should be reported: (3) collect the behavior and the problems of measuring such behavior; (2) plan the data collection, determining how the data should be reported; (3) collect the data, using existing data, designing new data collection systems and developing and using self-report instruments; (4) prepare the data tables depending on how much and what information is being collected; (5) report the results, determining the most important comparisons and what is most relevant to the school; (6) develop narrative statements that represent the most important facts in the data; (7) evaluate the findings, drawing the most important narrative statements together and ranking the findings; and (6) create goal statements that reflect desirable accomplishments for the coming year and that include both long- and short-range goals. Each of these steps is described in detail, and 7 tables and 16 figures illustrate the process. (WTH)

EA 019 306 Elementary and Secondary Education. A Report to the 64th Legislative Assembly. Oregon State Dept. of Education, Salem. Pub Date—Jan 87 ED 280 184

Pub Date—Jan 87
Note—99p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MP01/POb Plus Postage.
Descriptors—Academic Achievement, Adult Education, Budgets, Disabilities, Disadvantaged
Youth, Dropout Rate, Education, Finance, Elementary Secondary Education, Enrollment, Espenditure per Student, High Risk Students,
Mental Retardation, Public Schools, Salaries,
\*School Districts, School Personnel, \*School Statistics, Special Programs, State Boards of Education, \*State Departments of Education, \*State Departments of Education, State School District Relationship, Superintendents,

Tax Rates, Visual Impairments, Vocational Edu-

cation lentifiers—\*Oregon, Oregon State Department of Education

Identifiers—"Oregon, Oregon State Department of Education

This report contains information about Oregon public schools, programs for Oregon's youth, and the Oregon Department of Education (ODE). Section 1 profiles Oregon schools and gives tables on types, sizes, expenditure per pupil, tax rates, sources of revenue, and other statistics on school districts. Section 2 profiles students, examining student achievement and "st-risk" students and dropouts. Section 3 profiles special programs, talented and gifted programs, programs for the handicapped, programs for the clisadvantaged student, secondary and community college vocational programs, adult basic education, and community schools. Section 4 gives a profile of the ODE, focusing on the Oregon State Board of Education, State Superintendent of Public Instruction, the role of the ODE, budget highlights for 1987-89, an organizational chart, and a budget request for 1987-89. Section 5 profiles Oregon and the nation, giving a status report on the Oregon Action Plan for Excellence (OAPE) and a summary of OAPE's implementation activities. The appendices include: (1) the 1986 State of the Schools Address, (2) a glossary of terms, and (3) a listing of ODE. dress, (2) a glossary of terms, and (3) a listing of ODE publications. Twenty-seven tables appear throughout the document. (WTH)

Larson, Elizabeth J. Hunt
M.A.P.S.: Mesa Action Planning System.
Mesa Public Schools, Ariz. Dept. of Research and
Evaluation.
Pub Date—Jan 86 EA 019 307

Pub Date—Jan 86
Note—80p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Board of Education Policy, Board of
Education Role, Community Involvement, \*Cooperative Planning, Cooperative Programs, Educational Assessment, Educational Cooperation,
\*Educational Planning, Elementary Secondary
Education, Enrollment Projections, \*Long Range
Planning, Mission Statements, Participative Decision Making, \*Policy Formation, Program Evaluation, Program Implementation, \*School District Autonation, Program Implementation, "Scho Community Relationship, School District Auto omy, School District Size Identifiers "Arizona (Mesa), Policy Implement

omy, School District Size Identifiers—\*Arizona (Mesa), Policy Implementation
This report describes implementation of a districtwide planning model in the Mesa, Arizona, Public Schools. Figures illustrate planning processes throughout the report. Intended as an implementive framework, the planning system's purposes are to assist decision making about resource allocation, program direction, progress measurement, and district ability to meet future challenges. The report outlines past planning activities, which were begun in 1968 to accommodate dramstic earollment increases. An overview reports the phases of the planning model, which is designed to determine long-and short-range plans and which is a cyclical process relying upon participant collaboration. Key participants include community representatives, district personnel and administration and board members. Planning groups include the governing board, the superintendency, and the community-based planning internal planning, and budget committees. During phase I, prosa goal statements are developed and reviewed by the superintendency, planning committees, and governing board prior to adoption. The community-based planning committees, during phases 2 and 3, evaluates the district's future and reviews community demographic trends, enrollment projections, and economy. The planning document produced by this group details challenges and opportunities for the future; it is also used for mission statement revision and strategy definition (phase 4). Departments, divisions, and schools develop long-range plans from documents developed at the district level, and the internal planning committee aggregates the plans, which form the long-range plan after board spdocuments developed at the district level, and the internal planning committee aggregates the plans, which form the long-range plan after board approval. Short-range plans are also created for the next school year. Phase 5 outlines activities during implementation. An appendix includes mission statements. (CJH)

ED 280 186 EA 019 309 Lyman, Lawrence
Principals and Teachers: Collaboration to Improve
Instructional Supervision (Building Trust, Pos-

tering Collaboration, Eucouraging Collegiality).

Pub Date—37

Note—20p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987) and at the Annual Meeting of the National Association of Elementary School Principals (Orlando, FL, March 28-April 1, 1987).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Pries —MP91/PO19 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, Cooperative Planning, Elementary Secondary Education, "Instructional Improvement, "Instructional Leadership, Organizational Theories, Performance Factors, Professional Development, Staff Development, Supervisor Qualifications, "Supervisory Methods, "Teacher Administrator Relationship, "Teacher Evaluation, Teacher Crientation, Teacher Response, "Teacher Supervision Identifiers—"Collegiality

This paper examines factors that promote and diminish teacher trust in the instructional supervision process. Trust-key to the supervisor's success in helping teachers change behaviors—is correlated with such factors as confidentiality, approach to dealing with complaints, and the development of collaboration and participation in supervisory processes. Trust is low when a supervisor takes a seacher's confidential expressions of need and makes it reflect negatively on her evaluation. Supervisors who stress authority and identification of weaknesses build less trust than those who emphasize collegiality, productive diversity, and strengths. A study of 150 teachers in seven Kansas school districts identified supervision can provide supervisors with supervision can provide supervisors with supervision and partices the provide supervisors with supervision and provides upervisors who from the supervision and provides upervisors who from the supervision and provides upervisors with supervision can provide supervisors develops a range interpersonal relationship with teachers through showing consideration, appreciation, and respect, and b smp win teachers through showing consistential, appreciation, and respect, and by giving appropriate positive feedback. Areas of competence that enhance teacher trust include honest discussion of assessment goals and sharing knowledge about factors that positively influence student achievement. Relative to the positively influence student achievement. tionships of trust evolve through time and effort and useful feedback from supervisors enables teachers to improve the quality of their decision making. Eleven references are appended. (CJH)

ED 280 187

EA 019 310

Cruz, John Implementing Year-Round School-Mouroe Style. Pub Date-Feb 87

Pub Date—Feb 87

Note—84p; Portions of appended materials contain marginally legible print.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, Attendance Patterns, Class Size, Community Cooperation, Educational Change, "Educational Planning, Elementary Secondary Education, Parent School Relationship, Participative Decision Making, "Program Development, "Program Implementation, Student Needs, "Student School Relationship, Teacher Administrator Relationship, Teacher Conditions, "Track System (Education), "Year Round Schools Identifiers—"California (Madera) Identifiers-\*California (Madera)

Identifiers—"California (Madera)
Planning for conversion to a year-round school in
James Monroe School, Madera, California, began in
1984 as educators and community faced the fact
that continued enrollment increases had reached a
critical point. This report describes program development and implementation; an appendix with program worksheets comprises over one-half of the
document. Research on year-round schools indicates that conversion can proceed without negative
effects on student achievement, staff morale, parental attitudes, and student and staff absenteeism.
Community and staff program wareness was develtal attitudes, and student and staff absenteeism. Community and staff program awareness was developed in open meetings. The plan featured four tracks, with students in each track attending for 60 days and on vacation for 20. Among advantages are class size reduction and opportunities for remedial or extended learning for off-track students though hiring additional staff during the vacation periods. Staff's personal and organizational concerns were resolved through participative decisionmaking.

Year-round calendars, teachers' assignments, and registration forms were mailed to parents in such a way as to give them adequate time to study each schedule and select one that would meet their famway as to give them adequate time to study each schedule and select one that would meet their family needs. The program is now perceived as functioning routinely. In a survey conducted in November, 1985, parents and students expressed satisfaction with the calendar as did teachers despite concerns about class size and inability to take summer courses. Parents appreciated choosing tracks and teachers' and staffs' commitment. Students accepted the program because they could choose tracks and teachers. Whether the program will influence student achievement remains to be seen; however, staff dedication should bring positive results. (CJH)

ED 280 188 EA 019 311

McMahon, Dennis O. Getting to Yes. Pub Date—20 Feb 87

Note—11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23,

ministrators (New Orleans, LA, February 20-23, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—"Administrative Policy, Board of Education Policy, "Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, "Grievance Procedures, Labor Relations, Motivation Techniques, Needs Assessment, Organizational Communication, Organizational Communication, Organizational Thories, "Participative Decision Making, "Problem Solving, School Law, "Teacher Administrator Relationship, Team Teaching, Teamwork, Workshops Identifiers—"Michigan

This report describes a problem-solving approach to grievance settling and negotiations developed in the Brighton, Michigan, school district and inspired by the book, "Getting To Yes," by Roger Fisher and William Ury. In this approach teachers and administrators come to the table not with fixed positions but with problems both sides want to have solved, hence team members should be trained in problem-solving and positional bargaining. In Brighton, attorneys skilled in conflict management conducted seminars for teachers, administrators, and board members; effective results brought plans for continued training. In the "Getting To Yes" process as practiced in Brighton, rather than making demands, teachers stated desired changes, such as more time for inservice, and both sides brainstormed to reach solutions. Ideas narrowed down to advantages and disadvantages, from which mutual agreements were etatined. Understanding develops when teams work together Ideas narrowed down to advantages and disadvan-tages, from which mutual agreements were attained. Understanding develops when teams work together to attack problems, not each other. The process's disadvantages include the time commitment re-quired of board members and solutions that are not always acceptable to those preferring hard-line bar-gaining. The salient advantage is obtaining answers that do solve problems rather than merely winning bargaining points. Brighton teachers shared costs to bring the attorneys back to conduct a grievance set-tlement conference. The method taught teachers tement conference. The method taught teachers and administrators to listen to each other's prob-lems and to strive for agreements that accommodate all involved, including students and community.

ED 280 189
Poster, John B.
The Limits of Consense
Pub Date—28 Feb 87 EA 019 313

Pub Date—28 Feb 87
Note—15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-March 1, 1987).
Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price - MFPL/POB Plas Postage.
Descriptors—\*Administration, Collective Bargaining, "Conflict Resolution, Decision Making, Educational Objectives, Educational Policy, Elementary Secondary Educational Policy, Elementary Secondary Education, Participative Decision Making, \*Policy Formation, Psychological Studies, Research Utilization, School Closing, Teacher Administrator Relationship, Teacher Attitudes, "Theory Practice Relationship Identifiers—"Consensus Models, Effective Schools Research

Dynamics in the education policy arena suggest that, despite two generations of researchers extol-

ling democratic leadership styles and consensus building over autocratic techniques, wide participation in policymaking and the broadest possible consensus are not always productive: American society has not yet agreed on what schools should accomplish. In the face of contradictory expectations, many educators feel a loss of efficacy. In addition to lost confidence, there is always the danger of lost jobs in districts where the enrollment continues to fall. To some extent, the question of power sharing and consensus building seems hollow. Sociologists have long noted that people in the human service fields encounter a dichotomy between protecting careers and protecting clients. Superintendents wishing to close schools should reorganize only with a strong board mandate. Consensus is not accountability; if interest groups agree on policies that are unpopular with the body politic, power sharing may be abandoned as participants scatter to avoid public outrage. Consensus advocates must demonstrate how to allocate influence among school professionals and what mechanisms parallel devices in the larger political system. (CJH)

ED 280 190

EA 019 314

Heitze, Howard T.

Winning Strategles: How to Use Technology to Win Your Next Financial Election.

Pub Date—20 Feb 87

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23,

1987).

Pub Type— Reports - Descriptive (141) — Speeches/ Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage. Descriptors—"Communications, Community Attitudes, Computers, Elementary Secondary Education, Information Needs, "Information Technology, Measurement Techniques, "Politics of Education, Public Relations, "Regional Planning, "School Community Relationship, School Community Relationship, School Community Relationship, School Community Relationship, School Public Relationship, School Public

"Voting
This narrative about new and old technologies in
communicating school election issues to the voting
public discusses desktop publishing, word processing, television tapes, and public opinion sampling
techniques. Groundwork involves understanding
how campaigns are organized to determine appropriate application of technology to strategies and to priate application of technology to strategies and to seek out and identify as many potential "yes" voters as possible and get them to the polls. Though research shows that adults with children attending achool are supporters of school bond issues, statistics also prove that these parents often are not registered to vote. Data processing technology can solve half of the problem by using a file with parents' names, addresses, and children in school. The entire job is accomplished if a file of all registered voters is obtained. This voter list can be further refined by tracking voting history among traditional school is obtained. This voter list can be further refined by tracking voting history among traditional school supporters. Teams tracking voters can form a strategy enhanced by a television tape that will explain to these election workers the need for the election and what the schools plan to do with the funds they are seeking. Workers should use cards of each voter's history, mail information to "yes" and "undecided" citizens, and call the night before election. Other methods to increase the public's positive attitude include word processing, which can personal tem essages to target populations. Desktop ize messages to target populations. Desktop publishing makes it possible for amateurs to produce publishing makes it possible for amateurs to produce a sophisticated-appearing brochure outlining issues. School financial campaigns must identify specific voter costs and positive results as well as convey the concept that the issue is good for students. Interac-tion between a well-articulated cause and a well-organized communication system wins elec-

EA 019 315 ED 280 191 Chiang, Eleanor Yin Educational Data Base and School Profile Re-

ports. Pub Date—Nov 86

Note—14p.; Paper presented at the Annual Meet-ing of the California Educational Research Asso-ciation (Marina del Rey, CA, November 13-14,

1996).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Computer Oriented Programs.
\*Database Management Systems, \*Data Collection, Data Processing, Decision Making, \*Education, Decision, Decision,

nal Technology, Information Retrieval, Infor-tion Storage, Management Information Sys-ns, Program Development, Secondary mation Storage, Mitems, Program tems, \*Program
Education, Surveys, Teamwork
dentifiers \*Sacramento City Unified School Dis-

Identifiers—"Sacramento City Unified School District CA
This report describes the development in 1986 of a management information system by the Sacramento City (California) Unified School District for use in high schools. A nine-page attachment, which comprises two-thirds of the report, offers profiles of selected schools drawn from the databases. Data sets of 200 information items, collected from all 85 schools, were grouped into 4 categories: school background data; student achievement data; opinion survey data from staff, parents, and students; and facility data. Strategies responsible for the system's success are the following: (1) seeking inputs—a committee of representatives from the district guided database development; (2) team strategies—management members brainstormed to produce database characteristics and developmental strategies; (3) continuity of tasks—tasks were divided into segments and implemented simultaneously by a group or continuously and sequentially by individuals until a main project resulted; and (4) utilization of computer technology—various computer skills and backgrounds used depended on staff members' backgrounds, system strength and capability, and consultation services. The preceding strategies are illustrated by a flowchart of task preparation by staff on school reports. The attached school profiles present data set results. Student, staff, and parent surveys include opinions on learning environments, programs, rules, and learning usefulness. Other data cover student achievement, district finances, and school demographics. (CJH)

Sweeney, R. Carol Lindsey, Randall R. Problem Solving: A Way to Operationalize the Supervision Process. Pub Date—87
Note—25p.; Panalize Control of the Contr

Note—25p.; Paper presented at the Annual Meet-ing of the Association of California School Ad-ministrators (San Francisco, CA, April 11-13, 1987).

1987).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administrative Problems, Administrator Role, Counseling, Elementary Secondary Education, \*Evaluation Utilization, Goal Orientation, \*Interpersonal Communication, Interpersonal Competence, Performance, \*Problem Solving, \*School Supervision, \*Teacher Administrator Relationship, Teacher Evaluation, Teacher Improvement, \*Teacher Supervision Identifiers—Administrator Effectiveness
Problems in supervision stem from the reality that

Identifiers—Administrator Effectiveness
Problems in supervision stem from the reality that
operationalizing supervision is not a cognitive state
of mind, but one in the affective domain, contrary
to most techniques. Administrators often discover
that the interpersonal skills needed in facilitating
change and dealing with resistance are not available.
This paper outlines a process that energizes and
empowers employees; it consists of four steps: (1)
focusing—setting short- and long-term goals, an activity which incorporates role definition and clarification, behavioral objectives, and evaluation
criteria; (2) coaching—providing expertise on how to
improve and enhance a teaching technique through
various processes; (3) counseling—providing opportunities for administrator and teacher to reflect on
a particular lesson, to examine reasons for success, tunities for administrator and teacher to reflect on a particular lesson, to examine reasons for success, or to explore options to improve performance; and (4) evaluating-occurring at the end of the year whereby the problem-solving process is culminated. To operationalize this process, the use of the sensing interview is suggested to (1) diagnose the problem by listening to the employee, (2) acknowledge un-derstanding, (3) explore options, and (4) respond. In this way, both evaluator and evaluatee are on the same side, without blame, and the employee is em-powered to develop new skills, explore and change behaviors, and accept responsibility. Included are 28 references and 3 diagrams. (WTH)

ED 280 193

EA 019 317

Johnston, Christine TA Training in Supervisory Interpers nication: Two Tests of the Effect.

sication: Two 1 tests or the Eurect.

Pub Date—Apr 87

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type— Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Structures, \*Communication Research, Communication Skills, Educational Theories, Elementary Secondary Education, Instructional Leadership, \*Interpersonal Communication, Research Utilization, Situational Tests, Speech Communication, Supervisory Methods, \*Supervisory Training, Teacher Administrator Relationship, \*Theory Practice Relationship, Training Methods, \*Transactional Analysis onal Analysis

Practice Relationship, Training Methods, "Transactional Analysis
This study replicates an experimental design testing whether effects of supervisory training in transactional analysis (TA) language cues can be carried outside the laboratory setting of simulated testing involving dialogues with supervisees. Transactional analysis theory presumes the communication act is metacognitive, and that individuals can select productive responses by identifying categories of word usage during interpersonal exchange. Subjects consisted of 62 graduate students enrolled in a course in supervision and achool leadership. Both the experimental and control groupe engaged in the standard course of instruction; however, only the experimental group received 12 training units in TA communication. Participants' responses to supervisory simulations were coded as productive or non-productive transactions. In the field test, groups conducted conferences with teacher-supervisees that were analyzed as productive or nonproductive exchanges. Findings showed that a difference between the simulated test and the field test appears in the amount of TA training. In the simulated test, raining accounted for 63 percent of variance, whereas only 20 percent of variance in the field test was attributed to training. Though TA training increases quality communications. Further study should identify, under field conditions, interaction of variables resulting in more productive communication transactions. Six tables of data are appended. (CJH)

EA 019 318

ED 280 194

Jones Thomas H. Polansky, Harvey B.

The Relationship of Selected Financial Variables
to the Organizational Health of High Schools.
Pub Date—20 Apr 87

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—\*Educational Equity (Finance), \*Educational Finance, Expenditure per Student, Financial Policy, Financial Services, \*High Schools, Lesdership, Morale, \*Organizational Effectiveness, \*Organizationa, Special Programs, Student Financial Aid, Teacher Salaries
Identifiers—Connecticut

Identifiers-Connecticut

adentifiers—Connecticut

The relationship between educational finance and organizational effectiveness or "health" in 50 Connecticut high schools was examined. Data were collected using existing organizational health questionnaires and archival data. A sample was randomly selected from the population of public high questionnaires and archival data. A sample was ran-domly selected from the population of public high schools in Connecticut. Seven "organizational health" characteristics were used, including leader-ship, cohesiveness, resource utilization, adaptive-ness, optimum power equalization, morale, and planning. Financial variables included mean class size, percent of teachers with master's degree, minisize, percent of teachers with master's degree, minimum teacher salary, maximum teacher salary, enrollment, per pupil expenditure, instructional supply per pupil, uppil services per pupil, special state aid per pupil, and federal aid per pupil, special state aid per pupil, and federal aid per pupil. Statistical treatment was step-wise multiple regression with the seven "health" characteristics as dependent variables. Only a marginal relationship was found to exist between any of the financial and organizational variables, however, a modest relationship was found to exist between selected variables, and these findings warrant further examination with redesigned studies before policy decisions can be developed. An ies before policy decisions can be developed. An overview of the literature and major theorists on ganizational theory relative to organizational alth is given. Eighty-eight references and four ta-es are included. (WTH)

ED 280 195
Smith, Gerald R. Gregory, Thomas B.
Major Contrasts in the Social Clima
High Schools in the Same Town.
Pub Date—21 Apr 87 EA 019 319

Pub Date—21 Apr 87
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, \*Comparative Testing, Curriculum, Governance, Group Behavior, High Schools, \*Nontraditional Education, Responsibility, School Activities, \*School Organization, Self Esteem, Social Control, \*Social Environment, \*Social Influences, Teacher Student Relationship
The social climates of two markedly different high

vironment, "Social Influences, Teacher Student Relationship The social climates of two markedly different high schools are examined in this study. Although both schools reside in the same district and have the same community standards, they are different in curricular concepts, problem-solving strategies, and size. The two schools, one a typical high school and one a smaller public alternative high school, are studied using interviews and two other sources of data. The implications of these findings regarding the schools' organizational structures are discussed. Both schools are found to meet students' needs, and both achools are found to meet students' needs, and both are stable. The two schools are compared in terms of the student sense of community, teachers, school structures, curricula and programs, and student performance. The effects on overall social climate of citques within the school and of control exercised over the students are discussed in detail. On the basis of state scores on a variety of evaluation instruments, including self-esteem, understanding others, societal responsibility, and appreciating human accomplishments, the public alternative school is drastically superior. Reasons for this discrepancy are postulated. Programmatic issues are also examined. Eight references, four figures, and two tables are included. (WTH)

ED 280 196 EA 019 346

ED 280 196

Barast, John C.

The Beginsing Principalship: Preservice and Inservice Implications.

Pub Date—Apr 87

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptor—Administrator Role, Elementary Secondary Education, Inservice Education, dinstructional Leadership, Interpersonal Competence, Job Satisfaction, Job Skills, Mechanical Skills, Principals, Professional Training, Socialization, Supervisory Training Identifiers—Beginning Principals

Career opportunities for those seeking school principalships should be available if predictions are correct, yet many inexperienced principals will fail

Career opportunities for those seeking school principalships should be available if predictions are correct, yet many inexperienced principals will fail when confronted by the first challenges inherent in a position of educational leadership. This study reviews some of the major problems and issues that appear to be characteristics of the beginning years of the principalship. A series of recommendations strengthening the leadership contributions of incoming administrators are also made. The findings from intensive, indepth interviews conducted with 12 first- and second-year principals pertain to (1) role clarification problems and difficulty handling authority and responsibility; (2) technical expertise problems, both in procedural or technical expertise and in interpersonal skills; and (3) socialization to the profession and the system issues. Recommendations include (1) increasing future administrators' awareness of the fundamental features or "realities" of the principal's job; (2) providing opportunities to reflect on the actual purpose behind the skills of the principal's yestem' enabling the new principal to receive feedback; and (5) providing a more experienced principal to turn to for advice. Seventeen references and an appendix conclude the paper. (WTH)

EA 019 347 ED 280 197 Kennedy, Robert L.
Collaborative Inquiry in the Arkaneas Education

Renewal Consortium. Pub Date—23 Apr 87 Note—11p. P.

Pub Date—23 Apr 87
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Funded by the Winthrop Rockefeller Foundation. Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150). EDRS Price - MF91/PC91 Plus Postage. Descriptors—"College School Cooperation, "Consortis, "Cooperative Planning, Decision Making, "Educational Change, Educational Planning, Elementary Secondary Education, Evaluation Criteria, "Improvement Programs, Information Needs, Organizational Communication, Participative Decision Making, Program Development, School Community Relationship, Task Analysis, Teamwork

Community Relationship, Task Analysis, Teamwork
Identifiers—\*Arkansas
This report reviews the collaborative and evaluative efforts of an Arkansas education renewal consortium comprised of two universities and nine achool districts. The reform originated from a smaller project that aimed to establish a broad communication base and systematic planning for meeting student needs. The current project, begun in 1985-86, also incorporated improved communication among district staff and community members as well as staff traning, administrative leadership changes, and renewal expansion to other districts. By 1986-87, nine districts and two universities formed the consortium and adopted priorities that include: teacher education improvement, at-risk students, administrator preparation, clinical experiences, and data gathering and analysis. To meet these goals, consortium partners agreed to participate in collaborative inquire. A task force process. ences, and data gathering and analysis. To meet these goals, consortium partners agreed to participate in collaborative inquiry. A task force recommended methods to document the renewal process, which included the following: letters of commitment from districts and universities, minutes of meetings, documentation of activities such as teacher workshops and public forums, a yearly evaluative survey of stakeholders' perceptions, and a yearly progress report. The consortium nevertheless expressed concerns about sufficient time to compile information and about the value of data. Sharing information on a regular basis enabled inquiry considerations during this developmental phase, and the renewal approach offered those persons with legitimate concerns opportunities for resolution. A list of consortium members is appended. (CJH)

## EC

EC 191 783

ED 280 198 Grosenick, J. K. And Others Groenick, J. R. And Others
Program Investory, National Needs Analysis
Project: Fostering Quality Program Planning
and Design in the Area of Serious Emotional
Disturbance.
Missouri Univ., Columbia.; Oregon Univ., Eugene.

Pub Date-

Missouri Univ., Columbia.; Oregon Univ., Eugene. Pub Date—85
Note—619. Pub Type—Testa/Questionnaires (160) — Reports Descriptive (141)
EDRS Price - MF6I/PC03 Plus Postage.
Descriptors—8behavior Disorders, Delivery Systems, \*Bmotional Disturbances, \*Evaluation Methods, Field Tests, \*Program Design, Program Development, Program Effectiveness, \*Program Evaluation, Rating Scales, Test Construction, Test Reliability, Test Validity
The document consists of a 125-tiem evaluation instrument for use in assessing the overall plan and quality of programs in the area of serious emotional disturbance (SED) or behavior disorders. Questions are organized according to the following nine categories (based on identified components of a well-designed SED program): (1) respondent and program information; (2) program philosophy; (3) student needs and identification; (4) goals; (5) instructional methods and curriculum; (6) community involvement; (7) program design and operation; (8) exit procedures; and (9) evaluation. Rating scales are the predominant response format, but short assers and checklists are also used. An addendum provides information and background on the four major steps in development of the instruction: identifying components of a well-conceptualized SED program; developing specific items for the instrument; conducting a comprehensive field test; and revising the instrument based on input from field aites. The addendum also includes information on

methods for determining the reliability of the instru-ment and tables outlining percentages of school dis-tricts providing specified services. (JW)

EID 280 199

EC 191 784
[Symposium on Public Policy and Educating Handicapped Persons (Racine, Wisconsin, September 19-12, 1981).]

American Association of Colleges for Teacher Education, Washington, D.C.; Council for Exceptional Children, Reston, Va.; Kansas Univ., Lawrence. Center for Public Affairs.

Report No.—ISBN-0-918592-60-7
Pub Date—Jan 83

Note—261 8.

Report No.—ISBN-0-918592-60-7
Pub Date—Jan 83
Note—261p.
Journal Cit.—Policy Studies Review; v2 n1 Jan 1983
Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Collected Works - Proceedings (021)
EDRS Price - MP01/PC11 Plus Postage.
Descriptors—Delivery Systems, \*Disabilities, Educational Change, Educational Policy, \*Educational Diagnosis, \*Educational Policy, \*Education, Instructional Development, \*Instructional Effectiveness, Intervention, Mainstreaming, Public Education, Public Policy, \*Special Education This volume contains papers presented at a symposium on public policy and educating handicapped persons. Included are: (1) "Public Policy and the Special Education Task for the 1980s: Report of the Wingspread Conference" (M. C. Reynolds et al.); (2) "The Emerging System for Education Handicapped Children" (L. E. Lynn, Ir.); (3) "Effectiveness of Special Education" (G. V. Glass); (4) "Public Education: A System to Meet Its Needs" (R. B. Howsam); (6) "Special Education: The Cost of Experimentation" (F. J. Macchiarola and R. W. Bailey); (7) "Great Expectations: Making Schools Effective for All Students" (R. H. Hersh and H. M. Walker); (8) "Restructuring "Special School Programs: A Position Paper" (M. C. Reynolds and M. C. Wang); (9) "Guides for Future Special Education Policy" (T. Joe and F. Farrow, and (10) "The Effectiveness of Special Education: A Survey" (J. Brandl). Responses to papers by J. S. Frankl, M. Scriven, I. H. Simpson, and G. Dybwad are included as are reflections on the conference by K. C. Lakin and M. Ziegler and an epilogue by W. C. Copeland. (CB)

ED 280 200

BC 191 785

Hulme, Thomas S. MacQueen, John C.

Networking through Regional Child Health Centers: An Alternative Delivery System.

Iowa Univ., Iowa City. Iowa Mobile and Regional Child Health Specialty Clinics.

Pub Date—Nov 36

Note—137p.; For related document, see ED 267

571

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) — Reports - Descrip-

tive (141)

Tests/Questionnaires (160) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Agency Cooperation, Children, Community Health Services, "Delivery Systems, "Disabilities, Diseases, "Regional Programs, "Special Health Problems, State Programs Identifiers—"Child Health, "Iowa The report describes a regionalized system of community based child health centers developed in lows to provide coordinated secondary level health services for children with chronic illness and handicapping conditions. The system is based on two principles: (1) Communities will be given the responsibility for determining which health services are needed and for providing these child health services with state programs serving as the backup resource; (2) Community programs that provide child health services will function in close cooperation and collaboration with established community systems (medical care system, educational system and social services system) that provide other child services. Chapters of the report have the following titles: (1) Introduction; (2) Networking to Achieve Change; (3) Development of Regional Center Services System; (4) A Stratified System of Care; (5) Results: The Creation of a System of Services; (5) Data, Interpretation, and Evaluation; (7) Lessons and Conclusions; and (8) Future Directions, Questions and Issues. A 34-item bibliography is followed by an appendix containing such items as the inter-agency memorandum of understanding, an indi-

vidual service plan summary, a health survey report, health services questionnaires, and evaluation data. (Author/DB)

EC 191 786 Murphy, Linda B.
Post-Secondary Education for Learning Disabled
Students. A Review.
Pub Date—Mar 86

Post-Secondary Education for Learning Disabled Students. A Review. Pub Date—Mar 86
Note—16p.; Paper presented at the Neurodevelopmental Center Conference of Northwest Ohio (Toledo, OH, March, 1986).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price —MF0L/POLI Plus Postage.
Descriptors—College Students, Community Colleges, Definitions, "Delivery Systems, "Educational Needs, Eligibility, Faculty Development, Interdisciplinary Approach, "Learning Disabilities, "Postsecondary Education, "Program Development, Vocational Education
The review examines the literature on services and needs of learning disabled students at the post-secondary level. Statistics are given showing that many learning disabled students at the post-secondary education. Problems of definition and identification at the postsecondary level are noted. Observable characteristics of learning disabled post-secondary students are discussed and include academic problems, processing difficulties, and social-emotional deficits. The importance of increased planning for learning disabled students by postsecondary institutions is stressed. Two- and four-year postsecondary institutions are encouraged to plan in the priority areas of vocational guidance, planning, and education; faculty inservice; and development of an effective system of communication between university faculty members and clinicians working with learning disabled students. Promising programs are identified and such characteristics of successful programs as extensive cross-disciplinary screening, team planning for instruction, program evaluation, and community-public awareness components are noted. (DB)

EC 191 787

ED 280 202 EC 191 787
Scott, Bruce H., Ed.
Book of Renovations. A Compilation of Drawings
Depicting the Most Common Problems and
Solutions to Renovating Existing Buildings and
Facilities to Make Them Accessible to and
Usable by People with Physical Disabilities.
Kansas Univ., Lawrence. Research and Training
Center on Independent Living.
Spons Agency—Missouri Governor's Committee
on Employment of the Handicapped, Jefferson
City.

Spons Agency—Missouri Governor's Committee on Employment of the Handicapped, Jefferson City.
Pub Date—85
Note—35p.; Also funded by the Greater Kansas City Council of Handicapped Citizens (defunct). Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Accessibility (for Disabled), Design Requirements, "Facility improvement, "Physical Disabilities, "Physical Mobility, "Structural Elements (Construction)
This booklet presents a compilation of ideas and illustrations intended to solve many accessibility problems of physically handicapped persons using older buildings and facilities which were built before legislation and regulations mandating accessibility of disabled persons were passed. The solutions pictured in the booklet are intended to meet the spirit of these laws and regulations by removing structural restraints and dealing with space limitations which affect the mobility of impaired individuals. Problem areas addressed include: accessible parking; accessible curbs; walkways and ramps; handralis; exterior approach; entrances; stairs; elevators; rest rooms; assembly areas; pay telephones; water fountains; interior spaces; and controls (such as light switches). (CB)

Hearing Impaired Child in Your Class: A Guide for Teachers in Ordinary Schools.

British Association of Teachers of the Deaf.; Royal National Inst. for the Deaf, London (England).

Report No.—ISBN-0-900634-20-0

Pub Date—Sep 85

Note—51n.

Pub Date—Sep e3
Note—Sip.
Available from—Royal National Institute for the
Deaf, 105 Gower St., London WCIE 6AH, England (one pound 18 pence).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Auditory Tests, Classroom Techniques, \*Deafness, Elementary Secondary Education, Foreign Countries, Hearing Aids, \*Hearing Impairments, Lipreading, \*Mainstreaming, Teaching Methods
Identifiers—Great Britain
The aim of this booklet is to: (1) help prepare British teachers for the challenge of having a hearing-impaired child in regular classes; (2) provide practical advice for these teachers to use in the classroom; and (3) suggest further sources of information and reading. Chapters provide information on: support services for hearing impaired children; assessment of hearing ability; implications of hearing loss; hearing aids; lipreading or speech reading; practical suggestions for aiding the understanding of the hearing-impaired child during lessons; the hearing-impaired elementary school student; pecific questions raised by teachers (student participation in physical education and games, ear soreness, use of aids, instituention); and employment services for hearing-impaired persons. Fourteen books dealing with the hearing impaired are listed. (CB)

ED 280 204

Wysocki, Tim And Others
Resident Training in Early Intervention with
Handicapped Children.

Lubbock Independent School District, Tex.; Texas
Tech Univ. Health Sciences Center, Lubbock.

Tech Univ. Health Sciences Center, Lubbock. Dept. of Pediatrics. Pub Date—[85]
Note—[49.]
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Agency Cooperation, "Developmental Disabilities, Early Childhood Education Field Experience Programs, Graduate Medical Education, Higher Education, Home Visits, Individualized Education Programs, Infants, "Interdisciplinary Approach, "Intervention, "Medical Education, Special Education, Student Evaluation

Education, Special Education, Student Evaluation
A cooperative program between the Department
of Pediatrics at the Texas Tech University Health
Sciences Center and a special education program for
developmentally disabled infants and children
foirth through age 3) has provided 12 pediatric residents with a four-session training program. The residents with a four-session training program. The residents with a four-session training program, the residents with a four-session training program. The residents with a four-session training program, the residents with a four-session training program, the residents with a four-session training program, the child's
parent, special education teacher, psychologist, educational special education program facilities; reviewing the child's
chart; visiting the home; observing the special education teacher complete a developmental assessment of the child; reviewing the individualized
education program with the teacher; observing child
evaluations by occupational, physical, speech, or
music therapists; and developing a relationship with
the parents so that parents would rely on the resident as a source of medical information. Evaluation
results suggest that the program was effective in
introducing pediatric residents to issues concerning
interventions with handicapped infants. (DB)

EC 191 790 Dannenbring, Gary L. Lanning-Ventura, Suzanne Academic Growth Made by Learning Disabled

Students.

Arrowhead Area Education Agency, Fort Dodge, Pub Date—Nov 85

Pub Date—Nov 85

Note—48p.; Paper presented at the Annual Meeting of the Iowa Educational Research and Evaluation Association (November 14-15, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Achievement, Achievement Tests, Elementary Secondary Education, Followup Studies, "Learning Disabilities, Outcomes of Education, Program Effectiveness, Time Factors (Learning) Factors (Learning)

Identifiers—lowa
The study examined the academic growth of students (N=326) identified as learning disabled since 1981 in a 9-county area of lowa. All students in the 1991 in a 9-county area of 10wa. All students in the study had been given at least one academic achieve-ment test twice and the second testing was at least 90 days but not more than 1095 days after the first testing. The basic measure of growth was the change in norm-referenced scores over time. Results of comparing the two test scores showed that very lit-tle change occurred, and there was no evidence of differences based on factors such as district size, sex, time period difference, special education pro-gram type, or the specific learning disability. Though there was no evidence that students were improving relative to regular education peers, there was also no evidence of decline. (Author/DB)

EC 191 791 Zabel, Mary Kay, Ed.
Teaching: Behaviorally Disordered Youth, Volume

Council for Children with Behavioral Disorders.

-50p.; For previous volume, see ED 264 706.

Note—50p.; For previous volume, see ED 264 706. Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Behavior Disorders, Behavior Modification, Career Awareness, Classroom Techniques, Community Programs, Deinstitutionalization (of Disabled), Delinquency, \*Educational Practices, \*Educational Strategies, \*Educational Trends, Elementary Secondary Education, Emotional Development, Feedback, Mainstreaming, Poetry, Psychoeducational Methods, Transitional Programs, Videotare Recorders

Peedback, Mainstreaming, Poetry, Psychoeducational Methods, Transitional Programs, Videotape Recorders
Five articles address current teaching and programming practices in the education and treatment of behaviorally disordered youth. In "Down the Up Staircase: The Teacher as Therapist," P. Nichols explores the premise that teachers should not limit their potential as child helpers by excluding counseling and psychotherapeutic interventions. "Videotape Feedback as a Therapeutic Tool" (D. Raschke et al.) describes ways in which educators can effectively use videotape feedback to help behaviorally disordered students become more aware of the consequences of their behavior and develop constructive alternatives. In "Job Training/Carcer Awareness Partnership Program for Emotionally Disturbed Juvenile Delinquent Youth," M. Weber outlines components of a community-based alternative to incarceration or institutionalization. "Extending Emotional Responses through Poetry Experiences" (J. M. Harms et al.) illustrates how poetry can encourage a more flexible and creative view of life experiences for children with emotional and behavioral problems. Finally, "A Transitional Education Model for Reintegrating Behaviorally Disordered Students from Residential Treatment Centers to Public School Programs" (H. S. Muscott and R. Bond) describes a model for systematically preparing students for less restrictive environments, using the Transition Classroom as the linkage between the treatment facility and the local school district. (JW) district. (JW)

EC 191 792 ED 280 207

Foster, Herbert L., Ed.
The Forum, Volume 12, Numbers 1-3, Winter, Spring, Fall, 1996.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Pub Date-86

Fub Date—86
Note—77p.
Available from—The Forum, 582 Baldy Hall,
SUNY/Buffalo, Amherst, NY 14260.
Journal Cit—Forum; v12 n1-3 Win, Spr, Fall 1986
Pub Type—Information Analyses (070) — Reports
Descriptive (141) — Collected Works - Serials (022)

(022)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Career Education, Computer Software, Computer Uses in Education, \*Disabilities, \*Early Childhood Education, \*Educational Tech-

\*Early Childhood Education, \*Educational Technology, Elementary Secondary Education, Equal Education, Interdisciplinary Approach, Intervention, Limited English Speaking, \*Migrant Education, Limited English Speaking, \*Migrant Education, Migrant Youth, Parent School Relationship, \*Special Education, State Programs, Word Processing Identifiers—\*New York
Three issues of "The Forum," a publication of the New York State Federation of Chapters of the Council for Exceptional Children, feature articles on the topics of technology in special education, early childhood special education in New York, and education of migrant handicapped youth. Titles and authors of articles include: (1) "Technology in Special Education in New York State: A Report of a actions of arches include: (1) Technology in Spe-cial Education in New York State: A Report of a Survey of Programs for the Handicapped" (J. E. Fleischner); (2) "Word Processing for the Learning

Disabled: Instructional Considerations" (J. P. Luchow and M. White-Edgar); (3) "Examination of Evaluation Criteria Used to Judge Courseware by Both Special and General Educators" (M. M. Sayer); (4) "The Equalizer-Technology for the Low Incidence Child" (M. S. Singer and M. E. Foley-McInerney); (5) "Early Childhood Special Education in New York State: A Historical Perspective" (F. P. Connor and A. D. Andelman); (6) "Securing Services for Young Childrem with Handicapping Conditions" (L. C. Gloeckler); (7) "The Status of Preschool Special Education in New York State" (L. C. Gloeckler); (8) "Developing Quality Early Intervention Programs-Suggestions for the Practioner" (A. L. Toole); (9) "Early Childhood Special Education Professions: A Look at Competencies of Practitioners" (R. F. Gold and P. W. Lazarus); (10) "Parents and Preschool Programs" (J. S. Bloch); (11) "The Interdiscipilinary Educational Team" (A. Seitz); (12) "Advocacy for Access and Equity Is Special Education for Migrants" (B. Martinage); (13) "Assessing the Language Skills of Limited English Proficient (LEP) Migrant Handicapped Students" (C. Coballes-Vega and S. J. Salend); (14) "The Migrant Parent-Tutorial-Project Benefits Migrant Handicapped Proschool Children" (P. A. Ward); (15) "Career Education for Migrant Handicapped Youth" (M. H. Taylor and I. M. Pitts); (16) "The Warwick Valley Migrant Education Program" (A. L. Herthman); and (17) "A Migrant Student's Piea" (B. Martinage). (CB)

ED 280 208 EC 191 793
Gill, Muriel, Ed.
Early Stimulation Manual for Parents of Deaf
Infants: Appropriate Technologies for Development. Reprint Series R-58.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—Nov 85
Notes—77: A product of the St. Lucia School for EC 191 793

Note-57p.; A product of the St. Lucia School for the Deaf.

rpe— Guides - Non-Classroom (055) — Ref-ce Materials - Vocabularies/Classifications

(134)
EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Adventitious Impairments, Communication Aids (for Disabled), "Deafness, Elementary Education, "Finger Spelling, Foreign Countries, Hearing Aids, "Hearing Impairments, Parent Education, Parent Materials, Parent Student Relationship, Preschool Education, "Sign Language, Stimulation Identifiers—Saint Lucia

Language, Sumulation Identifiers—Saint Lucia This sign language manual, intended to help St. Lucia parents teach language to and communicate with their deaf or hard-of-hearing children, is prefaced by a child's description of living with a deaf sibling. An introduction discusses symptoms of hearing loss, defines speech and language, traces general expectations at school, and touches briefly on hearing aids, sign systems, and ways parents can help, including learning sign language. Subsequent sections address the following topics very briefly: causes of deafness; significance of early detection; directions for three teaching activities, hearing aids and how to care for them; discipline; toile training; multiple handicaps; and vocational guidance. The bulk of the document consists of an illustrated sign language glossary, including the alphabet, numbers 1-10, nouns, pronouns, basic verbs, common phrases, and simple sentences. (JW)

EC 191 794 Bennett, Tess And Others
Effects of Family-Oriented Intervention on Home
Environment Variables with Young Handicapped

Children.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—Aug 86
Grant—G008302257
Note—27p.; For related document, see ED 276

171.
Pub Type— Reports - Research (143)
EDRS Price - MFDL/PC02 Plus Postage.
Descriptors— "Cerebral Palsy, "Developmental Disabilities, Diagnostic Tesching, Family Counseling, "Family Environment, "Family Programs, Hone Programs, Individualized Education Programs, Interdisciplinary Approach, "Intervention, Longitudinal Studies, Mothers, Naturalistic Observation, Parent Child Relationship, Parent Role, Play, Preschool Education, Young Children Identifiers—Early Intervention, Home Observation

ent the Environ

for Measurement the Environment
Effects of family-oriented early intervention on
the home environment were explored in a 6-month
study of 23 handicapped children (ages birth to 5)
and their families, who participated as members of
an experimental or control group. The Home Observation for Measurement of the Environment
(HOME) Inventory was administered to evaluate
differences in home environment variables before
and after systematic family-oriented intervention.
Intervention provided to the experimental group included transdisciplinary assessment and development of an individualized education program (IEP);
free-play observation of parent and child; assessment of family plan; sessions with a family
therapist; and optional participation in parent and
abiling groups. Families carried out play and learning activities at home between weekly intervention
visits. As measured by HOME Inventory, maternal
involvement, availability of play materials, and
overall home environment ratings significantly increased for the experimental group. Scores for the
comparison group did not change over the 6-month
period. (Author/JW)

ED 280 210

EC 191 798

Monanas, Judith A.
The Competitiveness of Highly Accomplished Individuals in Four Talent Fields.

Pub Date—Agr 86
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type Meeting - Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (1997)
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
\*Competition, \*Gifted, Descriptors—Athletics, "Competition, "Gifted,
"High Achievement, Interviews, Mathematics,
Motivation, Music, Parent Attitudes, Swimming,
"Talent, Teacher Attitudes, Tennis, Values
The study examined competitiveness among eight
very high achievers in four talent fields: research

very high achievers in four talent fields: research mathematics, concert piano, swimming, and tennis. Retrospective interviews had previously been conducted with the subjects as part of B. Bloom's "Development of Talent Project." A 14-statement instrument was developed and applied to interview protocols. Five statements concerned competitiveness of the parents, two statements dealt with the importance of winning or being heat to conclude the conductiveness. importance of winning or being best to coaches or teachers, and five statements addressed the competitiveness of the individual. Results indicated that there is variation across the talent fields in the level

there is variation across the talent fields in the level of competitiveness and that the talented individuals in the two athletic fields, as well as their parents and teachers, were more highly competitive than individuals in the non-athletic fields. Mathematicians appeared to be the least competitive in the four talent fields. Findings suggest that the different levels of competitiveness may be related to the different methods used for judging success or achievement. In all families, doing well was an important value. (DB)

ED 280 211 EC 191 799

Greenburg, David E.
A Special Educator's Perspective on Interfacing
Special and General Education: A Review for

Administrators.
Council for Exceptional Children, Reston, Va.;
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Report No.—ISBN-0-86586-167-6
Pub Date—87
Contract—400-84-0010
Note—240.

Contract—400-84-0010
Note—24p.
Note—24p.
Available from—Council for Exceptional Children,
1920 Association Dr., Reston, VA 22091-1589,
(Stock No. 315; 56.00; CEC members 55.10).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptora—Administrator Responsibility, \*Administrator Role, Consultants, \*Delivery Systems, Disabilities, Educational Finance,
\*Consultants, \*Delivery Systems, Disabilities, \*Consultants, \*Delivery Sys\*Consultants, \*Del ministrator Role, Consultants, "Delivery Sys-tems, Disabilities, Educational Finance, Educational History, "Educational Responsibil-ity, Elementary Secondary Education, "Public Education, Resource Room Programs, School Personnel, "Special Education, Special Education

-Effective Schools Research, \*General

Special Education Relationship

Directed to leaders and administrators in educa-tion, the monograph reviews issues, practices, and possibilities in the interface between special education, the monograph reviews issues, practices, and possibilities in the interface between special educators and general educators at the service delivery or decision making levels. The first chapter examines the development of public educational systems with sections on the historical context, the present status of the resource room model, the present status of the teacher consultant model, and the possibility of system unification. The next chapter considers the concept of shared responsibility, with focus on prereferral and teaming as shared responsibilities. The third chapter discusses personnel role changes in sections on role change and preparation needs for special educators, general educators, and administrators, respectively; as well as the impact of the effective schools movement. The final chapter is on fiscal concerns, especially the impetus given by limited funds for effective interaction between general and special education. Each chapter ends with a brief summary and lists responsibilities of local special education administrators. These include the meed to seek models through which productive merging of special and general education resources and programs may be institutionalized and to seek out ways to reduce duplication and conserve the fiscal resources of both general and special education. (DB) to reduce duplication and conserve the ources of both general and special education. (DB)

EC 191 800 Pueschel, Siegfried M. An Overview of Down Syn

ciation for Retarded Citizens, Arlington, TX. Pub Date 86

Note—30p.

Available from—Association for Retarded Citizens
of the United States, National Headquarters, 2501

Avenue J. P.O. Box 6109, Arlington, TX 76006

(\$3.00)

(\$3.00). Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— Daily Living Skills, Diseases, "Downs Syndrome, "Drug Therapy, Educational Diagnosis, "Educational Strategies, "Genetics, Hearing Impairments, Parent Counseling, Visual Impairments, "Vocational Aptitude This booklet presents information regarding the history, incidence, and effects of Down Syndrome. The first chapter, presenting an historical perspective of the condition, provides information on counseling parents of Down Syndrome children, and the chromosome structures seen in Down Syndrome patients. The next chapter discusses medical aspects chromosome structures seen in Down Syndrome patients. The next chapter discusses medical aspects in Down Syndrome, including associated conditions such as visual and hearing disorders, immunological problems, thyroid disorders, congenital heart disease, intestinal disorders, skeletal abnormalities, and use of facial plastic surgery to alter facial features of Down Syndrome patients. A chapter on the treatment of persons with Down Syndrome considers effects of drug treatments. Educational strategies are discussed in the fourth section. The final two sections consider the world of work and living arrangements for individuals with Down Syndrome. (CB)

ED 280 213 EC 192 113

ED 280 213

State Wide Intraeducational and Interagency Approach to Meeting the Vocational Needs of a Wide-Range of Disabled Learners. Final Report. California State Dept. of Education. Sacramento. Office of Special Education.; California State Dept. of Education, Sacramento. Office of Vocational Education; California State Univ., Sacramento.; California State Univ., San Diego.; California State Univ., San Francisco.

Pub Date-Oct 86 Note-353p.

Note—353p.
Pub Type— Reports - Descriptive (141)
EDRS Pice - MF01/PC15 Plus Postage.
Descriptors—Agency Cooperation, Assistive Devices (for Disabled), Career Education, Computer Uses in Education, Counselors, \*Counselor Training, Curriculum Development, Daily Living Skills, \*Disabilities, \*Educational Cooperation, Pederal Legislation, Higher Education, Interdisciplinary Approach, Interpersonal Competence, \*Learning Modules, Parent Participation, School Business Relationship; Special Education Teachers, State Legislation, Statewide Planning, \*Teacher Education, Transitional Programs, \*Vocational Education Teachers, Vocational Education, Vocational Education, Vocational Training Centers aining Centers
tifiers—\*California, Job Training Partnership

Act 1982

Act 1982
A project was designed to improve employment preparation, development, and opportunity for handicapped learners through preservice training of Californis personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarisable that the contract of the disseminated to other schools. This report summar-izes the purpose, design, management, and evalua-tion of the project, providing information on the number of people trained, impact on other institu-tions and programs, accomplishments to date (3 years into the project), changes in goals and re-sources, evaluation methodology and criteria, and effects of the program on those being served. Ap-pendices (the larger portion of the document) pres-ent information on the evaluation plan, results and branefits averaged competencies to be achieved by pendices (the larger portion of the document) present information on the evaluation plan, results and benefits expected, competencies to be achieved by participants, advisory committee members, and project impact on one institution. Also appended are 17 preservice training modules on the following topics: relevant state and federal legislation; resources; social security services; Job Training Partnership Act; use of microcomputers with special learners; funding; computer based vocational guidance systems; planning for change; process strategies for collaboration; parental involvement for transition; private industry collaboration; job training station task forces; community living skills; adaptive devices; community business inventories, negotiating work training stations; and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (CB) and references. (CB)

ED 280 214

EC 192 114

Perryman, Lynne
Mastery Learning and Its Implications for Gifted
Education Programs.
Pub Date—[86]

Note-14p.

Note—14p.

Note—14p.

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, "Curriculum Enrichment, "Education "Gifted, "Mastery Learning, Peer Teaching, Tutoring

A review of the literature regarding mastery learning suggests that mastery learning can benefit gifted education programs in two ways. First, the process provides information to determine if gifted students have mastered essential elements for a particular subject area, a necessary but often overlooked step before proceeding to enrichment. Second, mastery learning provides alternatives (such as student-directed learning, discovery learning, and peer tutoring) for gifted students once mastery has occurred.

Teachers of gifted students must be prepared to exhers of gifted students must be prepared to exreachers of guited students must be prepared to ex-tend instruction beyond the mastery level. Mastery learning provides the initial component of a gifted education program which can be built upon for ex-tended and enriched learning. (Author/CB)

ED 280 215

Chapey, Geraldine
Special Education: A Challenge for the 80's.
National Council of Administrative Women in Education, New York, NY. New York City Chapter.
Pub Date—[86] Pub Date—100, Note—43p. Pub Type— Reports - Evaluative (142) — Opinion

Note—43p.

Pub Type— Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, \*Disabilities, \*Educational Practices, Elementary Secondary Education, Higher Education, Mainstreaming, \*Modeston, \*Student Placement Identifiers—\*New York (New York)

The special education referral-placement phenomenon has reached crisis proportions in New York City. Problems affecting effectiveness of approaches include: inadequate state and federal funding; fragmented decision making; lack of uniform terminology and standardized criteria for special education; lack of training, support services, and education; lack of training, support services, education; lack of training, support services, and resources for teachers; teacher attitudes; lack of trained special education teachers; and conflict be-tween involved special interest groups. A unified system of identification, referral, and placement in special education and mainstreaming programs is needed, involving a network of regular classroom teachers, special education teachers, state administrators, university faculty, and business and community representatives. Such a system should also encompass prevention programs, training and support systems for regular and special education teachers, programs starting at the preschool level and cooperation among special education and regular teachers. Such a program exists at one elementary school in the Bronx, where students are regularly assessed and placed into programs according to grade and shifty level. Support services provided by the the Bronx, where students are regularly assessed and placed into programs according to grade and ability level. Support services provided by the school include guidance for mainstreamed students, resource rooms, speech therapy, remedial reading and mathematics instruction, school volunteers from among parents and community members, and Board of Education resources in the form of consul-tant services and help for individual teachers. (CB)

EC 192 116

Blackbourn, J. M.
Fostering Social Skill Generalization in Elementary Aged Learning Disabled Children.
Pub Date—Nov 85
Note—22p.; Paper presented at the Annual Mee

Fostering Social Skill Generalization in Jesuscatary Aged Learning Disabled Children.
Pub Date—Nov 55
Note—22p; Paper presented at the Annual Meeting of the lowa Educational Research and Evaluation Association (November 14-15, 1985). Charts
may not reproduce clearly.
Pub Type—Speeches/ Meeting Papers (150) — Reports - Research (140) Plus Postage.
Descriptors—Behavior Modification, Elementary
Education, Elementary School Students, Generalization, "Interpersonal Competence, "Learning
Disabilities, "Mainstreaming, "Resource Room
Programs, Social Development, "Transfer of
Training
Identifiers—Single Subject Research Design
The generalization of specific social skills to new
environments by four elementary aged learning-disabled students was studied using a modified multiple baseline, single-subject research design. During
one spring semester, each student was trained for 12
weeks in the use of a specific social skill (such as
compliance, cooperative play, or non-argumentative behavior) in the learning disabilities resource
room. Training included discussion and verbal rehearsal of means and results of using the social skills
with the subjects. Once the student's use of the social skills had become proficient, attempts to establish the skill outside the resource room (such as in
a mainstreamed classroom) were initiated. Reinforcement (systematic teacher attention, parent encouragement) were delivered to students in the new
environments. When the students were again observed during the following fall semester for nine
weeks, it appeared that all students manifested generalization of the social skills to the new environments. (Author/CB) weeks, it appeared that all students manifested gen-eralization of the social skills to the new environ-ments. (Author/CB)

ED 280 217 EC 192 118 Facts about Learning Disabilities.
Texas State Dept. of Mental Health and Mental Retardation, Austin.
Pub Date—Jun 80
Note—16p.; A product of Public Information Services

valiable from—Public Information Services, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, TX 78711

Retardation, P.O. Box 12008, Austin, 1A 78711 (single copy free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— \*\*Child Development, Children, Coping, Elementary Education, Family Relationship, \*\*Clearning Disabilities, Learning Problems, Parent Attitudes, Parent Child Relationship, \*\*Self Es-

Attitudes, Parent Child Relationship, "Self Esteem, "Student Characteristics
This brief booklet, which discusses characteristics
and problems of learning disabled children, describes the typical learning-disabled child as one who frequently fails at school, appears disoriented, and has reading and language difficulties. The learning-disabled child is immuture rather than abnormal, often functioning at a social and intellectual stage of development much younger than his chronological age. The learning-disabled child often copes by insisting on the rigid and inflexible rules and environments to which he or she is accustomed. Such children are frequently awkward, clumsy, and mable to understand time and spatial references. Learning-disabled children are also frequently able to embrace life, with a joyful, pure, and fresh perspective. Learning-disabled children must be taught learn. Parents and teachers of children with learning disabilities must understand that the causes of learning disabilities are beyond their control and

should plan realistically for the immediate future of the child, leaving long-range planning for the distant future as new knowledge in the field becomes available. The most important thing parents can do is to create structure and order in their children's lives and to offer constant help and encouragement in acquiring the everyday skills that lead to independence and a feeling of competence. Such children also need to understand that they are not retarded, but have a condition which makes learning difficult, that they will make it in the world, and that in the end, what counts are human qualities. (CB)

EC 192 119 Helping the Hyperactive Child.
Texas State Dept. of Mental Health and Mental Retardation, Austin.
Pub Date—Jun 82
Note—15p.
Available from—Public Information Services.

oue—13p.
vailable from—Public Information Services,
Texas Department of Mental Health and Mental
Retardation, P.O. Box 12668, Austin, TX 78711

Retardation, P.O. Box 12668, Austin, TX 78711 (single copy free).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attention Deficit Disorders, Behavior Modification, Dietetics, Drug Therapy, "Etiology, "Hyperactivity, "Intervention, Parent Child Relationship, Psychological Services
This brief booklet discusses the characteristics, causes, and treatments of attention deficit disorders with hyperactivity. Although children with this condition may be overly active, fidgety, distractible, aggressive, impulsive, and have difficulty learning, the primary problem is their inability to concentrate and pay attention. The exact origin of attention deficit disorders is unknown, and no single cause has been established, although it has been ascribed to and pay attention. The exact origin of attention defi-cit disorders is unknown, and no single cause has been established, although it has been ascribed to genetic, biological, physiological, social, and envi-ronmental factors. While there is no "cure" for this disorder, management of attention deficit disorders has involved a variety of methods. Psychoactive drugs (particularly stimulants) have been used with some success. Tranquilizers are also prescribed, but drugs (garticularly stimulants) have been used with some success. Tranquilizers are also prescribed, but heir effectiveness is more questionable. Diet treatment excludes all foods and medicines containing artificial flavorings, colorings, and salicylate (a type of salt) from the child's diet. Psychological interventions have included family therapy and behavior modification techniques. Parents should be active in helping their child through thorough, open discussions with doctors and teachers about management techniques used at home. Children with attention deficit disorders may "grow out" of their disability, but underachievement and school failure occurring before intervenition may cause poor self-esteem and other problems which could remain with them throughout their adult lives. (CB)

ED 280 219 EC 192 120 Realidades Acerca de la Deficiencia Mental = Facts about Mental Returdation. Texas State Dept. of Mental Health and Mental Retardation, Austin.

Pub Date—Aug 82 Note—17p.; A product of Public Information Ser-

Note—17p.; A product of Public Information Services.
Available from—Public Information Services,
Texas Department of Mental Health and Mental
Retardation, P.O. Box 12668, Austin, TX 78711
(single copy free).
Language—Spanish; English
Pub Type—Translations (170) — Guides Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Etiology, "Human Services, "Incidence, "Mental Retardation, "Prevention, State
Programs

Programs Identifiers—\*Texas

Identifiers—\*Texas

This document consists of two booklets, one in Spanish and one in English, both covering the same text: the characteristics of mentally retarded individuals, the prevalence of mentally retarded persons in Texas, causes of mental retardation, prevention possibilities, and services available to mentally retarded persons in Texas. A distinction is made between mental retardation and mental illness, and the four least of mental retardation (mild moderness). tween mental retardation and mental illness, and the four levels of mental retardation (mild, moder-ate, severe, and profound) are briefly characterized. Estimates presented about the number of mentally retarded persons in Texas indicate that about three percent of the population is mentally retarded, with the majority of these individuals being mildly men-tally retarded. Among causes (conditions which inder development before birth, during birth, or in early childhood) of mental retardation listed are rubella, meningitis, Downs Syndrome, metabolism disorders, destruction of brain tissue, and poor diet. Techniques to prevent mental retardation include corrective surgery; early identification and treatment of poor diet, diseases, and metabolic disorder; and genetic testing and counseling. Texas offers several services, including education and training for mentally retarded persons, outreach centers, diagnostic and evaluation services, and genetic screening and counseling. (CB)

EC 192 121

Arkaw, Alan Sterrett, Barbara EC 192 12 Colleges Offering Programs for Students with a Learning Disability. Simsbury Public Schools, CT. Pub Date—86

Note—131p.

Available from—Continuing Education Department, 754 Hopmeadow St., Simsbury, CT 06070

ment, 754 Hopmeadow St., Simsbury, CT 06070 (58.00).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Programs, \*College Students, Higher Education, \*Euarming Disabilities, \*Special Education, \*Student Personnel Services This directory lists 62 colleges offering programs for learning disabled (LD) students. Each citation includes the following information: name, address and telephone number of the college; title of the LD program; additional costs; contact person, description of the ideal candidate for the program (intelligence quotient, need for support services, remedial instruction, etc.); admission criteria; specific services provided; extent of services; personnel available to students; orientation requirements; and modifications available to LD students (reduced course load, oral administration of tests, word processing, etc.). Twenty-eight colleges that do not have a formal program but do offer some services for LD students are listed (but without details on their services). (CB) ervices). (CB)

ED 280 221 EC 192 122 Russell, Fay F. And Others
Interdisciplinary Early Intervention for Developmentally Delayed Infants and Young Children: A Family-Oriented Approach.
Tennessee Univ., Memphis. Child Development Center.

Tennessee Univ., Memphis. Child Development Center.

Report No.—R07-3975-90-001-86
Pub Date—Oct 85
Note—141p.

Available from—University of Tennessee Center for Health Sciences, 711 Jefferson Ave., Memphis, TN 38105 (\$12.00).

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Case Studies, Child Development Centers, "Developmental Disabilities, "Family Involvement, Infants, "Intervention, Nutrition, Preschool Education, Program Development, "Teaching Methods, Young Children Identifiers—"Early Intervention Intended to help developers of early intervention programs for children with developmental disabilities, the book provides philosophy, methods, and procedures based on experiences of the Child Development Center of the University of Tennessee Center for Health Sciences. The first section presents a program description including information on program philosophy, the target population, composition of the program team, and the program's facility and schedule. The second section describes sample intervention activities for the following areas of child development: sensory, somatosensory, and vestibular systems; self-help skills; social skills; behavior management; gross motor skills; fine motor skills; foral motor development; language skills; health care; nutrition; daily routine; play and toys, and music. The third section is on family involvement with discussion of parent therapy groups, albling therapy groups, and grandparent/extended and music. The third section is on family involve-ment with discussion of parent therapy groups, sib-ling therapy groups, and grandparent/extended family support groups. The last section provides three case studies of children served by the pro-gram. Appendixes include the "Gesell Motor De-velopment Scale: Physical Therapy Evaluation," forms for recording data for nutritional follow-up; and an outline of the nutritionist's role in early inter-vention. A list of additional reading concludes the decument (DB)

ED 280 222

EC 192 123

Holahan, William Brounstein, Paul J. The Acceleration into College and Emotional Adjustment of the Academically Gifted Adolescent: A Synthesis and Critique of Recent Literature. A Synthesis
Pub Date—86

Note—51p.; Paper presented at the Convention of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).

the American College Personnel Association (New Orleans, LA, April 9-12, 1946).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/FC33 Plus Pustage.
Descriptors—Academic Achievement, "Academically Gifted, "Acceleration (Education), "College Admission, "Emotional Adjustment, Higher Education, "Interpersonal Competence, Maturity (Individuals), Secondary Education

The literature on the emotional adjustment of intellectually gifted adolescents and the literature on adjustment of students admitted at younger than normal ages into college are reviewed. The review on gifted adolescents is divided into the following sections: background (acceleration in elementary and secondary grades); personality and adjustment of gifted adolescents; objective personality measures; projective measures of adjustment. The review on adjustment of accelerated students in college is organized into the following sections: academic personality in the contract of accelerated students in college is organized into the following sections: academic personality in the college of t adjustment of accelerated students in college is organized into the following sections: academic performance; socio-emotional adjustment; the Fund for the Advancement of Education Study (1957); the study of N. Robinson and P. Janos; and the study of D. Keating, S. Wiegand, and L. Fox. The research indicates that younger-than-average students have few adjustment problems in college and that, for the most part, those problems are overcome with increasing maturity. The lack of a theoretical model and the moderate methodological quality of the research suggests ray. In sack of a theoretical moder and the moder at methodological quality of the research suggest the need for rigorous hypothesis testing and induc-tive theory building. Questions (such as possible sex differences in college adjustment) are posed for fur-ther research. (DB)

EC 192 124

Wheeler, Larry J. And Others Stress and Coping: A Comparison of Regular and Special Educators. Pub Date-[82]

Pub Date—[32]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Elementary
Secondary Education, \*Emotional Disturbances,
\*Learning Disabilities, \*Mental Retardation,
\*Special Education Teachers, \*Stress Variables,
Teacher Attitudes, \*Teacher Burnout
Response to a Questionaire researching stress and

Teacher Attitudes, "Teacher Burnout Responses to a questionnair regarding stress and coping skills were collected from 185 regular educators and 225 special educators-teaching emotionally disturbed (EID), learning disabled (LID), mentally retarded (MR) or other types of handi-capsed children. Results demonstrated little difference designed of the difference of the diffe mentally retarded (MK) or other types of handi-capped children. Results demonstrated little differ-ence between the regular and special educators' responses to both stress and coping. Both groups of teachers reported administrative variables, student behaviors, pressure, and paperwork as producing the greatest amount of stress. More teachers of ED and LD children than teachers of MR or other handicapped children reported the administration as their most common source of stress. ED teachers reported conflicts between themselves and other staff members, as well as no student progress, to be more stressful than other special educators. MR teachers reported inappropriste student behaviors less frequently (15%) than either ED or LD teachers as a source of stress, and only 2% of the other special educators saw inappropriate student behaviors as a source of stress. LD teachers and other special edu-cators reported internalizing stress as a coping mechanism more frequently than either MR or ED teachers. All groups of teachers reported internaliz-ing stress, talking to a safe person, and engaging in alternative activities as the most common methods of coping with stress. (DB) capped children. Results demonstrated little differof coping with stress. (DB)

ED 280 224 EC 192 125

ED 280 224

Price, Lyndu Johnson, Kevin E

The Secundary to Poetsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography, Minneapolis Community Coll., Minn.; Minneapolis Public Schools, Minn.; Minnesota Univ., Minneapolis. General Coll.

Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 86

Note—39p.; A product of the Secondary/Postsecondary Transition Project. The Minneapolis
Technical Institute and the eLDA Reading and
Math Clinic also collaborated in the project.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses (070)
EDRS Price - MF01/PCB Plus Postage.
Descriptors—Adolescents, Adults, Annotated Bibliographies, \*College Preparation, \*Delivery Systems, \*Education Work Relationship, Higher
Education, \*Learning Disabilities, Postsecondary
Education, \*Condary Education, \*Transitional
Programs, \*Vocational Education, \*Transitional
Programs, \*Vocational Education
A 73-citation annotated bibliography on the secondary to postsecondary transition of learning-disabled (LD) students is preceded by a brief review of
the literature addressing the following areas: secondary education and the LD adolescent; postsecondary services and the LD adolescent; postsecondary services and the LD adult; vocational or
job-related skill development; and transition issues
and theories. It is concluded that this critical transition period has not been researched enough and
that, in spite of many efforts by professionals to join
forces to examine this area of need, there is a great
deal of disagreement and fragmentation. The citations are categorized into the four groups used in the
review and consist of the secondary to postsecondary
ary journal articles, documents, presentations, and
books presenting research studies, opinions, teaching methods, and discussion about the secondary to
postsecondary transition of LD students. Most documents cited were written after 1980. (CB) were written after 1980. (CB)

ED 280 225

ED 280 229

Asse, Susan Price, Lynda
Using Appropriate Documentation within the Secondary/Postsecondary Transition Process with
Learning Disabled Adolescents and Adults.
Minnesota Univ., Minneapolis, General Coll.
Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC. Pub Date—[86] Note—13p.; A product of the LD Transition

Project.

Project.
Pub Type—Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—\*Education Work Relationship, High Schools, \*Learning Disabilities, Postsecondary Education, Recordkeeping, Student Records, \*Transitional Programs
Identifiers—\*Secondary Postsecondary Transition Proj LD Youth
The Secondary Postsecondary Transition Proj LD Youth

Identifiers—"Secondary Postsecondary Transition Proj LD Youth
The Secondary /Postsecondary Transition Project for Learning Disabled Youth at the University of Minnesota-General College is a federally funded 3-year project designed to help learning disabled juniors and seniors in the Minnespois Public Schools explore postsecondary educational and vocational options. The intervention consists of two parts: the cooperation of local service providers and the assistance of transition counselors who provide such services as counseling, advising, assessment, advocacy, remediation, and consultation to learning disabled students and their families as well as to school personnel. A documentation format, the Transition Plan, has been developed to be coordinated with the secondary Individual Education Plan. The plan is first put into effect during the student's junior year of high school. The plan includes the following components: past services received (level of service, diagnostic testing, amount of mainstreaming); current services received (accentification). ceived (level of service, diagnostic testina, amount of mainstreaming); current services received (accommodations needed, individual strengths and weaknesses); vocational goals (desired occupation, vocational testing, job experience); postsecondary goals (institution selected, needed accommodations); and specific objectives to be completed (materials/techniques to be utilized, completion dates, and persons responsible). Major strengths of the Sample Transition Plan include the use of critical information from the student's past files that directly influence postsecondary decisions. The four-page sample plan is appended. (DB)

ED 280 226 EC 192 127 Obrzut, John E. And Others
Cued Dichotic Listening with Right-Handed,
Left-Handed, Bilingual and Learning-Disabled
Children. Pub Date—Feb 87

Pub Date—Feb 87
Note—10p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (15th, Washington, DC, February 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Attention Control, "Bilingual Students, "Brain Hemisphere Functions, Elementary Education, Lateral Dominance, "Learning Disabilities, "Left Handed Writer, Listening Identifiers—"Dichotic Listening This study used cued dichotic listening in the study used cued dichotic listening and learning disabled children. Subjects (N=60) ranging in age from 7-13 years were administered a consonant-vowel-consonant dichotic paradigm with three experimental conditions (free recall, directed left, directed right). A three-factor analysis of variance design revealed that control, bilingual, and learning disabled children produced the expected right-ear advantage (REA) suggestive of left hemisphere dominance for language processing whereas left-handed children produced a left ear advantage suggestive of right hemisphere superiority for language processing. The cued attention data derived from groups as well as from individual subjects suggested that in comparison to control children, left-handed children were greatly susceptible to strentional shifting similar to learning-disabled children were found not to be as strongly lateralized as controls but possibly less susceptible to attentional manipulation. Further lambda analyses conducted on individual subjects indicated that the magnitude and degree of perceptual asymmetry varied widely among some individuals of various anomalous groups of children (i.e., left-handers and learning-disabled) while not affecting others (i.e., controls and bilinguals). (Author)

ED 280 227 EC 192 128 Garfunkel, Frank Parents and Schools: Partnerships or Politics. IRE Report No. 11. Institute for Responsive Education, Boston, Mass.

Institute for Page 1998 | Pub Date [86] | Note—36p. | Note—36p. | Pub Type—Information Analyses (070) — Opinion

Pub Type—Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Agents, 'Disabilities, Educational Disadvantaged, Elementary Secondary Education, 'Parent Participation, Parent Rights, 'Participation, 'Participation, 'Participative Decision Making, 'Special Education Identifiers—Protocet Head Stare'

ntifiers—Project Head Start

\*Special Education Identifiers—Project Head Start With the exception of special education programs, the major responsibility and authority for educational decision making has belonged to teachers, administrators and school boards. A review of literature on parent-school boards. A review of literature on parent-school relationships suggests that there have been two dominant trends. The first which advocates "partnership," is consistent with keeping education and schools as they are. The second, which questions school practices, particularly as they relate to special groups of students (handicapped, minority, poor) and advocates some form of an adversarial model, is focused on changing educational practices and policies. The special education exception, providing more participation in educational decision making for special needs students and their parents, has enormous programmatic, fiscal, and ideological implications. Parent-school relationships seen in such settings as Head Start, segregated schools, and other special education in setting up mechanisms for parents and students to question and oppose school policies and practices. Over 70 references are included in this literature review and discussion. (Author/CB)

ED 280 228
Interagency Plan for Children with Special Needs.
Maryland Governor's Office for Children and
Youth, Baltimore; Maryland State Dept. of Education, Baltimore. Office of Special Education;
Maryland State Dept. of Health and Mental Hygiene, Baltimore; Maryland State Dept. of Human Resources, Baltimore.
Pub Date—Jan 86
Note—86p.; Portions of appendices contain small
print.

print.

print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—\*Agency Cooperation, Children,
Clinical Diagnosis, Community Services, Deliv-

ery Systems, \*Disabilities, \*Human Services, Intervention, Prevention, Screening Tests, \*State Agencies, \*State Programs, \*Statewide Planning Identifiers—"Maryland The Interagency Plan for Children with Special Needs for Maryland residents has three major purposes: (1) to set priorities for developing or expanding services required by special needs children and their families; (2) to ensure that resources targeted for special needs children are administered effectively by increasing interagency coordination in planning, financing, case managing, and administering services; and (3) to establish an action agenda for state administrators, the general assembly, advocates, parents, and provider agencies. This document presents the plan in two major sections. One section discusses the continuum of services for children with special needs involving five major areas: primary prevention activities; early intervention services; evaluation, assessment, and diagnostic services; in-home and community services; and substitute care services. A second section discusses interagency issues in managing the continuum of children's services and considers children not covered in the plan; ongoing long-range planning; service planning and case management; community education regarding the availability of services; cordinated interface with private sector providers; transitioning services; interagency licensing and monitoring; and interagency rate setting. Appendices present: definitions of handicapped children (a defined by the Maryland State Department of Health and Mental Hygiene, the Department of Health and Mental Hygiene, the Department of Education.)

Keenan, P. A. Lackar, David Screening Preschoolers with Special Problems: Use of the Personality Inventory for Children (PIC).

Pub Date—Aug 85 Note—24p.; Paper presented at the Meeting of the American Psychological Association (Los An-geles, CA, August 23-27, 1985). Light print may

American Psychological Association (Los Angeles, CA, August 23-27, 1985). Light print may affect legibility. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP6I/PC01 Plus Pastage.
Descriptors—\*Emotional Disturbances, \*Handicap Identification, \*Personality Measures, Preschool Education, Questionnaires, \*Screening Tests, Test Reliability, Test Validity
Identifiers—\*Personality Inventory for Children The Personality Inventory for Children Child and adolescent behavior, affect, and cognitive ability and can be completed by parents. The overall goal of this project was to evaluate the psychometric characteristics of the PIC as a screening device for use with preschool populations. The project consisted of two studies. The first study assessed the utility of the PIC profile scales with 120 3-5-year-olds attending a therapeutic preschool for learning disabled and emotionally disturbed children and with 43 preschool children not identified as needing special services. The second study examined the correlation between PIC scale scores arong dren and with 43 preschool children not identified as needing special services. The second study examined the correlation between PIC scale scores and teacher ratings with 10 handicapped preschool children and 23 children in Head Start. Appropriate PIC scales were found to correlate significantly with teacher ratings as well as with measures of intelligence and language ability, suggesting both convergent and discriminate validity. Regression analysis correctly classified 92% of the sample. Temporal stability of the PIC was also established as 31 mothers completed the PIC twice (average time between testings 2 weeks). The studies suggest the effectiveness of parent informants in screening children to assess the need for special education services. (Author/DB) thor/DB)

EC 192 131 ED 280 230

Hoge, Robert D.

An Examination of the Giftedness Construct.

Pub Date—Apr 86

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, \*Definitions, Elementary Secondary Education, Evaluation Criteria, \*Gifted, Intelligence Quotient, Labeling (of Persons), \*Models, \*Student Characteristics, \*Student Placement, \*Talent Identification There has been a considerable expansion in the uses and definitions of giftedness constructs since 1958, when constructs were typically defined in very narrow cognitive terms (such as intelligence test acores). Currently, gifted constructs have a wide variety of definitions which reflect closely-linked processes used for identifying and selecting (and subsequently labelling) gifted pupils and for making decisions about program goals and procedures. The breadth of such constructs range from definitions involving a single characteristic (such as creativity or mathematical aptitude) to those which include a broad range of cognitive and noncognitive characteristics. Other dimensions in the variability of gifted constructs include content, level of exceptionality, a static or dynamic focus, and precision of the construct's definition. Another issue of importance concerns the sources of definitions for constructs; these include derivations from theory, derivations from selection instruments, and empirical derivations. To be accurate and meaningful, each gifted construct should have four conditions: explicit definition; a theory-value base; derivation of the selection model from the construct; and empirical validation. (CB)

Chadsey-Rusch, Janis, Ed. Hanley-Maxwell, Cheryl, Ed.

ryl. Ed.

Enhancing Transition from School to the Workplace for Handicapped You'h: Personnel Preparation Implications. Papers from Four
Conferences 1984-1985).

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC.

Div. of Personnel Preparation.
Pub Date—1861

Pub Date—[86] Grant—OEG008303678 fore—244p.; A product of the National Network for Professional Development in Vocational Spe-cial Education.

cial Education.

Pub Type— Collected Works - Proceedings (021) —
Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors— "Disabilities, "Education Work Relationship, Inservice Teacher Education, Wild Disabilities, Models, Preservice Teacher Education, Secondary Education, Severe Disabilities, "Special Education, "Teacher Education, Teacher Educator Education, Transitional Programs, "Vocational Education, "Vocational Rehabilitation

ucator Education, Transitional Programs, eVocational Education, eVocational Rehabilitation
Presented originally at four conferences (held during 1984-1985), the 12 invited papers contained in this document were part of a federally funded project, the National Network for Professional Development in Vocational Special Education. Project objectives included training of teacher educators in employment preparation for the handicapped, particularly the transition of handicapped youth from school to the workplace; dissemination of innovarive personnel development models and materials; and facilitation of collaboration among teacher educators and state and local personnel in personnel development programs. Papers have the following titles and authors: "OSERS Programming for the Transition of Youth With Disabilities: Bridges from School to Working Life" (M. Will); "Transition for Handicapped Youth from School to Work (P. Wehman); "A Model for Enhancing the Transition of Mildly Handicapped Youth from School to Work (P. Wehman); "A Model for Enhancing the Transition of Mildly Handicapped Youth from School to Work (P. Wehman); "Roe in the Transition of Handicapped Persons" (C. Conaway); "Implications for Inservice Training for Vocational Teacher Educators in the Transition Process" (L. West); "Implications for Secondary Special Education" (D. Brolin); "Inservice Training Implications for Teacher Educators in Special Education in the Transition Frocess" (L. West); "Preservice Implications for Secondary Special Education: Treparing Teachers to Enhance the Transition Effort" (G. Weisenstein); "Transition Services for Young Adults with Severy Disabilities Professional Roles and Implications for Inservice Training" (L. Everson et al.); and "Preservice Implications for Delivering Effective Transive Implications for Delivering Effective Transiv

tional Services in Vocational Rehabilitation" (R. McDaniel). Discussion summaries follow each group of papers and a final reaction to the papers by J. Chadsey-Rusch, "Roles and Responsibilities in the Transition Process: Concluding Thoughts," concludes the collection. (DB)

ED 280 232 EC 192 13 Onberger, Mary Joe, Ed. Language and Learning Skills of Hearing-Im-paired Students: ASHA Monographs Number EC 192 133

paired Students: ASHA Monographs Number 23.

American Speech-Language-Hearing Association, Rockville, MD; Boys Town National Inst., Omahs, NE.
Pub Date—Mar 86
Note—115p.
Available from—Publications Sales Office, American-Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 (322.50; \$11.50 member).
Pub Type—Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Achievement Tests, Audiology, Communication Skills, "Deafness Elementary Secondary Education, Expressive Language, Hearing Impairments, Intelligence Tests, "Learning Strategies, Mathematics Achievement, Perceptual Motor Learning, Reading Achievement, Perceptual Motor Learning, Reading Achievement, Receptive Language, Short Term Memory, Speech Skills, Spelling, "Student Characteristics, "Student Evaluation, Visual Perception Identifiers—Nebraska

Term Memory, Speech Skills, Spelling, \*Student Characteristics, \*Student Evaluation, Visual Perception
Identifiers—Nebraska
The monograph consists of 13 author contributed chapters arising out of a Nebraska study which attempted to quantify the performance of 150 profoundly hearing impaired students (4-20 years old) in the areas of language (receptive and expressive) academics (reading, spelling, math), and related learning (visual perception and short-term memory) skills. A secondary purpose of the study was to describe student characteristics and assessment procedures, examine strengths and weaknesses of measures used, and identify problems in the assessment of the hearing impaired. Results of multivariate analyses revealed that language, particularly expressive language, was the major determinant orf reademic achievement although visual processing also contributed significantly to academic achievement. Part I addresses the population description and includes chapters on medical, genetic, audiological, vestibular, speech, and intellectual evaluation. Part II reports on the sample's language and learning skills and includes chapters on receptive language, expressive language, academic, visual processing, short-term memory, and visual motor coordination skills. The final two chapters provide a summary and conclusions and identify factors related to academic achievement and their implications for research and educational management. Appendices include detailed descriptions of the tests used in the study. (Author/DB)

ED 280 233

Kail, Robert Leonard, Laurence B.
Word-Finding Abditties in Language-Impaired
Children: ASHA Monographs Number 25.
American Speech-Language-Hearing Association,
Rockville, MD.
Pub Date—Mar 86
Note—47p.
Available from—Publications Sales Office, American Speech-Language-Hearing Association,
10801 Rockville Pike, Rockville, MD 20852
(512.00; 56.00 member).
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - Mroll Flus Formage. Fc. For Available from EDRS.

Descriptors— \*Concept Formation, Early Childhood Education, Elementary Secondary Education, \*Expressive Language, \*Intervention, \*Language Handicaps, \*Vocabulary Develop-

ment
[dentifiers—\*Work Finding Ability
Four samples of language-impaired and control
children (N = 233, ages from 4 to 14) participated in
seven experiments to determine the specific conditions under which retrieval deficits play a role in
language-impaired children's word finding prob-

lems. Experiments 1-5 dealt with recall, retrieval, and similarity judgments of words presented individually or in lists of words. Experiments 6 and 7 were concerned with naming of pictures and recall of words presented in larger and more meaningful linguistic contexts. Results provided little support for a retrieval deficit interpretation of the language-impaired children's poorer performance in the experiments. The language-impaired children recalled fewer words, and both named pictures and judged picture names more slowly than their same-age peers. However, like their peers, these children used item typicality, as well as superordinate category, semantic-syntactic, and textual information to guide retrieval. Results suggested limits in "elaboration" skills of the impaired children. Words, being less well known by language-impaired children, may be represented in a less elaborate form in semantic memory and it is this unelaborate representation of words that make accessing words difficult for language-impaired children. The findings suggest the utility of intervention approaches that provide children with a richer base of information about a word's meaning, use, and syntactic retrievals of occurrence, and sussest caution in the that provide children with a richer base of informa-tion about a word's meaning, use, and syntactic privileges of occurrence, and suggest caution in the use of approaches that teach children strategies for retrieval without providing information about the words to be retrieved. (Author/DB)

ED 280 234

EC 192 135

Belmont, Lilliam
The International Pilot Study of Severe Childhood
Disability, Final Report: Screening for Severe
Mental Retardation in Developing Countries.
Bishop Bekkers Foundation, Utrecht (Netherlands); Bishop Bekkers Inst., Utrecht (Netherlands);

lands). Pub Date-Dec 84

Pub Date—Dec 84

Note—979.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF6L/PC04 Plus Postage.

Descriptors—"Developing Nations, Foreign

Countries, "Handicap Identification, Incidence,

"Questionnaires, "Screening Tests, "Severe Mental Retardation, Surveys, "Test Validity, Young

The final report of the 5-year International Pilot Study of Severe Childhood Disability outlines findings concerning the prevalence of severe mental reings concerning the prevalence of severe mental re-tardation in nine developing countries: Bangladesh, Brazil, India, Malaysia, Nepal, Pakistan (Karachi and Lahore), the Philippines, Sri Lanka, and Zambia. The study attempted to determine the feasibility of identifying children with severe mental retardation and other disabiling conditions by means of short questionnaires accomplished in a houseshort questionnaires accompinaned in a house-to-house survey. The survey was followed by profes-sional examination of children who screened posi-tive and a small random sample of children who screened negative. The professional diagnosis of se-vere mental retardation was the criterion against which the accessing questionnaires were validated. vere mental retardation was the criterion against which the screening questionnaires were validated. Two screening questionnaires were developed and used at all sites. At each site approximately 1,000 children (ages 3-9) were screened. It was concluded that the short (10 questions) questionnaire was an adequate screening instrument identifying about 10% to 30% of children for more detailed evaluation 10% to 30% of children for more detailed evaluation including virtually all severely mentally retarded children. Recommendations included the further development of professional assessment procedures and the integration of the screening program with rehabilitation or intervention measures. (DB)

ED 280 235

Fletcher, Donna Ogle, Peggy

Bleing Humans: A Handbook in Human Growth and
Development for the Developmentally Disabled.

Florida State Dept. of Health and Rehabilitative
Services, Tallahassee. Developmental Services
Program Office.

Spons Agency—Florida Developmental Disabilities
Planning and Advisory Council, Tallahassee.
Pub Date—[86]

Note—112p; Some charts contain small print. For
related document, see ED 257 232.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC05 Plus Postage.

Descriptors—MP01/PC05 Plus Postage.

Postory Formation, Program Development, \*Developmental Disabilities, \*Mental Retardation, \*Policy Formation, Program Development, Rehabilitation, Secondary Education, \*Sex Education, \*Otate Legislation, Teaching Methods, Training Objectives

Objectives Identifiers—\*Florida, \*Habilitation

The handbook is intended to provide practitioners

with information on establishing and organizing a Human Growth and Development program in agencies and facilities which provide training to developmentally disabled persons. The handbook discusses the legal foundation (Plorida law) for establishing the program as well as specific methods for teaching Human Growth and Development akills. The first chapter considers habilitation planning for human growth and development with sections on the human growth and development matrix (with domains of social identify, physiological identity, and healthylagiene) organized by six difficulty levels and behavioral indicators: goal development, evaluation of goals, implementing the habilitation plan, short-term objectives, lesson plans, and teaching methods. Chapter two looks at policies and support systems with an emphasis on Florida and includes sample agency policy statements on masturbation and privacy. The third chapter examines legal foundations of a human growth and development program with sections on client rights, competency, consent, informed consent, and questions and answers. Appended are a preassessment informal interview form, an annual habilitation plan and goal evaluation checklist, a lesson plan form, a sample lesson plan, and the texts of relevant Florida statutes. (DB)

ED 280 236 EC 192 137 PRISE Reporter, Volume 16, January 1985-May 1985.

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa. Spons Agency—Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Edu-

Pub Date 85

Pub Date—83 Note—239. Available from—PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19406. Journal Cit—PRISE Reporter; v16 Jan 1985-May

Pub Type— Collected Works - Serials (022) —

Pub Type— Collected Works - Serials (022) —
Guides - Non-Clastroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Consultants,
Delivery Systems, Education Work Relationship,
Elementary Secondary Education, Hearing Impairments, \*Mild Disabilities, Music, \*Physical
Disabilities, Rural Education, Student Evaluation, Transitional Programs, \*Visual Impairments
This collection of five issues of the PRISE Reporter focuses on concerns regarding the education

tion, Transitional Programs, "Visual Impairments This collection of five issues of the PRISE Reporter focuses on concerns regarding the education of the handicapped. In addition to a major article, each issue typically includes publication reviews, test reviews, instructional material reviews, a research brief, and a listing of dissemination events. Major articles have the following titles and authors: "The Use of Music to Develop Communication Skills in Hearing Impaired Students" (S. Shandelmier); "Expanding Services to Students through Consultation," a five-step consultation program for the mildly handicapped in Rural Areas" (M. Morse); "Process Assessment: An Alternative Model for Evaluating and Diagnosing Children in Special Education" (J. Meyers and D. Lieberman); and "Transition Services for High Functioning Physically Disabled Students" (R. Melia). Research briefs report on the following topics: symbolic play behavior of language handicapped children, factors in consultative services, symbolic play development in visually impaired children, and use of the concept of "cone of proximal development" for identifying learning problems, and the provision of postschool services. (DB)

ED 280 237 EC 193 PRISE Reporter, Volume 17, October 1983-J

1986.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prusaia, Pa. Spons Agency—Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

casion.
Pub Date—86
Note—21p.
Available from—PRISE Reporter, 200 Anderson
Rd., King of Prussia, PA 19406.
Journal Cit—PRISE Reporter; v17 Oct 1985-Jun
1986

- Guides - Non-Classroom (055) - Col-

Pub Type— Guides - Non-Clasaroom (055) — Col-lected Works - Serials (022) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Behavior Problems, \*Child Abuse,

Classroom Techniques, \*Disabilities, \*Education Work Relationship, Elementary Secondary Education, \*Instructional Effectiveness, \*Interpersonal Competence, Pere Influence, Preschool Education, State Programs, \*Teacher Role, Transitional Programs

sonal Competence, Peer Influence, Preschool Education, State Programs, \*Teacher Role, Tranational Programs
Identifiers—Pennsylvania
This collection of five issues of the PRISE Reporter examines concerns regarding the education of handicapped students. In addition to a major article, each issue typically includes publication reviews, test reviews, instructional material reviews, a research brief, and a listing of dissemination events. Major articles have the following titles and authors: "Dealing with the Abuse of Children." The Teacher's Role" (S. Craig); "Peer-Mediated Instruction for Young Children's Social Skill Deficiair" (P. Strain); "Tips for Managing Problem Behaviors" (P. Campbell et al); "Pennsylvania Accepts Challenge of Transition" (J. Maitin); and "Is There a Recipe for Effective Instruction?" (S. Christenson). Research briefs are on the following topics: self-protection skills for the handicapped, use of the "proximity model" wherein non-handicapped children are included with handicapped children in preschool programs, the skill streaming technique for teaching prosocial skills, the employment status of handicapped youth, and effective teaching in special education. (DB)

ED 280 238
Information for Parents of Special Education Students in Michigan,
Michigan State Board of Education, Lansing.;
Michigan State Dept. of Education, Lansing. Special Education Services.
Pub Date—Nov 86
Note—22p.; For related documents, see EC 192
140-141.

140-141.

Pub Type— Reports - Descriptive (141) — Guides
- Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Disabilities, Due Process, Educational Diagnosis, Elementary Secondary Education, Handicap Identification, Individualized Education Programs, \*Parent Participation, \*Parent Rights, \*Parent School Relationship, Public Education, Referral, \*Special Education, \*State Programs, Student Placement.

Programs, Student Placement
Identifiers—"Michigan
Intended for parents, this booklet lists special edu Identifiers—"Michigan
Intended for parents, this booklet lists special education programs and services for exceptional children in Michigan, and diacusses parent rights in the educational system. Specifically addressed are parents' rights in the referral process, in the evaluation procedures, to an independent educational Planning Committee Meeting Process, and to a due process hearing. Noted are both arbitration and mediation components of due process, the right to file complaints, and parent rights to education records. Sugestions are presented for preparing for the individualized educational planning committee meeting and obtaining information about the evaluation of the child's progress in school. Commonly asked questions by parents regarding identification and referral, evaluation, independent educational evaluation at public expense, programs and services, records, rights, notification, and arbitration and mediation are answered. A glossary of 20 special education related terms is included. (CB)

An Overview of the Revised Administrative Rule for the Delivery of Special Education Program

Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing. Spe-cial Education Services. Pub Date—Noy 86

Pub Date—Nov 86
Note—28p.; Title page entitled: The Special Education Process in Michigan. Working Together: Parents, Teachers, Administrators For related documents, see EC 192 139-141.
Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Qualifications, \*Disabilities, \*Educational Administration, \*Educational Diagnosis, Elementary Secondary Education, Eligibility, Individualized Education Programs, Parent Rights, Parent School Relationship, Public Education, Resource Room Programs, School Districts, \*Special Education, \*State Standards, Teacher Qualifications, Vocational Evaluation

Identifiers—"Michigan
This booklet describes administrative rules (revised in 1984) regarding the delivery of special education services in Michigan. Presented in a question answer format, the guide explains current rules regarding: the Individualized Educational Planning Committee Process; Independent Educational Evaluation at public expense; vocational evaluation; eliphility for special education; perent rights and responsibilities; administration of programs and services; resource room rules; teacher consultant roles; departmentalized secondary programs; qualifications of directors, supervisors, teachers, and other personnel; the intermediate school district plan; the parent advisory committee; and complaints. (CB)

ED 280 240 EC 192 14 Revised Administrative Rules for Special Educa-tion and Rules for School Social Worker and School Psychological Services, Effective July 1, EC 192 141

1987.
Michigan State Dept. of Education, Lansing. Special Education Services.
Pub Date—Nov 86
Note—79p.; For related documents, see EC 192
139-140.

Note—79p.; For related documents, see EC 192 139-140.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Clasaroom (055)
EDRS Price - MF01/PO4 Plus Postage.
Descriptors—Administrator Qualifications, \*Disabilities, \*Educational Administration, Educational Diagnosis, Elementary Secondary Education, \*Psychological Services, Public Education, School Districts, School Psychologists, \*Social Workers, \*Special Education, State Legislation, \*State Standards, Teacher Qualifications Identifiers—\*Michigan
Revised administrative rules for special education and rules for school social worker and school psychological services in Michigan are presented. The rules (which take effect in July 1987) cover such areas as: general provisions (definitions of terms, determination of impairment); evaluation, eligibility, student assignment, and due process procedures; administration of programs and services; qualifications of directors and supervisors; qualifications of directors and supervisors; qualifications of the process procedures; administration of intermediate school districts' plan; complaints; records and confidentiality, and functions, qualifications, and competencies of school social workers and school psychologists. (CB)

ED 280 241 EC 192 142 IMAGES: Illinois Manual for Assuring Guaranteed Educational Services for Special Education. Fifth Edition. Illinois State Board of Education, Springfield. Div. of Specialized Education Services. Pub Date—Jul 85

Illinois State Board of Education, Springfield. Div. of Specialized Education Services. Pub Date—Jul 85
Note—67p.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Check Lists, "Compliance (Legal), Elementary Secondary Education, Parent Attitudes, Preschool Education, "Frogram Evaluation, "School Districts, Self Evaluation (Groups), "Special Education, "State Standards Identifiers—Pillinois, Monitoring
This manual lists the procedures followed and presents the checklists used by the Illinois State Board of Education to monitor school districts' special education programs to ensure that the districts meet minimum standards for educational programs, personnel, and fiscal management practices. The first section presents an overview describing the purposes and philosophy of special education monitoring in Illinois. A summary providing descriptions of major activities and projected outcomes for each phase of the compliance monitoring process is in the next section. Documentation which should be provided to the monitoring committee before on-site assessment occurs is listed in the third section. Check lists for reviewing student files and for citicing parent attitudes are presented in the next two sections. The sixth section contains 31 standards for monitoring various aspects of the school districts' special education programs. Each standard has one or more investigative hypotheses for the monitoring committee to assess. Each hypothesis is given one of the following designations: compliance, corrective action needed, not reviewed, or undetermined. Standards cover such areas as handicap identification, referral of students, student evaluation, educational conferences, and resource programs. (CB)

EC 192 143 ED 280 242

ED 280 242 EC 192 143
Hippolitus, Mona
Education for Employment: A Guide to Postsecondary Vocational Education for Students
with Disabilities (1986-87 Edition).
American Council on Education, Washington, DC.
HEATH Resource Center.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Aug 86
Grant—G0084C3501
Note—13n: For original fact sheet, see ED 228.

Grant-G0084C3501 Note-13p.; For original fact sheet, see ED 228

433. Available from—HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193.

Available from—HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Reference Materials - Bibliographies (131) EDRS Price - MF01/F00 Plus Postage.
Descriptors—Agency Cooperation, Assistive Devices (for Disabled), \*Career Counseling, Career Guidance, Curriculum Development, \*Disablibities, Educational Legislation, \*Employment Opportunities, Federal Legislation, Media Adaptation, Occupational Information, \*Post-secondary Education, Staff Role, Student Organizations, \*Vocational Education Information, \*Post-secondary Education, Staff Role, Student Organizations, \*Vocational Education for disabled postsecondary students. Introductory sections define vocational education for disabled persons. Suggestions for students on how and where to find career information list print resources and agency contacts. Types of institutions offering vocational programs are described, and the following components of vocational programs are discussed: (1) vocational programs are discussed: (2) curriculum modifications and adaptations; and 3) technological devices that enhance disabled workers job performance. Effective counseling of students for heart ince, and the role of the job development coordinator are also discussed. The fact sheet concludes with sections on classroom adaptations, Vocational Student Organizations (VSO's), interagency cooperation, and personnel preparation. Lists of selected resources and readings are appended. (JW)

EC 192 147

ED 280 243
Gottlieb, Jay Alter, Mark
Social Skills Research Integration, Final Report,
New York Univ., N.Y.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—[84] Grant—G008101120

Note-152p.; Contains many pages of light and bro-

Grant—Gobel 01120
Note—152p.; Contains many pages of light and broken type.
Pub Type—Information Analyses (070)
EDBS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Antisocial Behavior, "Classroom Research, Curriculum, "Curriculum Research, Daily Living Stills, "Disabilities, Elementary Secondary Education, "Interpersonal Competence, Interpersonal Relationship, "Models, Preschool Education, Social Adjustment, "Theory Practice Relationship
This review of the literature focused on the issue of classroom application of social skills training for handicapped children. First, ten theoretical models are described as representative of the approaches to social skills training in special education: behavioral, humanist, psychological, transactional, neuropsychological, ecological, psychonalytic, sociological, cognitive-developmental, and social learning. Next, in a representative sampling of 95 social skills curricula, only 21 appeared to have any theoretical curriculum model guiding their development; the majority of these derived from a behavioral orientation. Finally, 31 research studies are reviewed as representative of the diversity of research that aims to improve handicapped children's social skills. Of these, less than half were conducted in a classroom context, and the majority of these in special classes. Four areas were identified as encompassing social skills training in the selection of these studies: (1) disruptive behavior; (2) social interacting; (3) activities of daily living; and (4) personal functioning. It is recommended that social skills research use a curriculum as its base; that it incorporate a linkage phase where the classroom teacher

works with the researcher to improve children's so-cial skills; and that it include a seminal stage in which the teacher implements the program without assistance. (JW)

Rehabilitation Broadcasts for Rural Areas, Mental Health Centre, Peshawar (Pakistan). Pub Date—Nov 86 Note—51p. Available from—international Lesgue of Se-for Person of the Page 1997. EC 192 148

Note—51p.

Available from—International League of Societies for Persons with Mental Handicap, 248 Avenue Louise, Box 17, B-1050, Brussels, Belgium.

Pub Type—Guides - Non-Classroom (055) — Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Caseworkers, Children, \*Community Attitudes, Developing Nations, \*Disabilities, Educational Radio, Foreiga Countries, Mass Instruction, \*Normalization (Handicapped), Parent Child Relationship, \*Rehabilitation, \*Rural Areas, Scripts, Young Adults

Identifiers—\*Pakistan

The document presents a series of 14 scripts fo-

eas, Scripts, Young Adults
Identifiers—"Pakistan
The document presents a series of 14 scripts focusing on families with disabled children, written in English for radio broadcast in translation to rural village areas in Pakistan. Intended to educate the public concerning disabilities and how families can help their handicapped children participate as fully as possible in community life, the format typically consists of an informat conversation between a rehabilitation counselor and parents, village leader, school headmaster, or disabled adult. Script titles are as follows: (1) "One in Ten Is Disabled," (2) "The Mentally Retarded Child," (3) "People Who Have Fits," (4) "Physically Disabled Child (Following Polio)," (5) "The Blind Child," (6) "Blind Young Men," (7) "The Deaf Child: Diagnosis and General," (8) "Deaf Child (Speech Development)," (9) "Program for the Mentally Retarded Child," (10) "Children with Cerebral Palsy," (11) "Speech Problems and Behavior Difficulties," (12) "Cause and Prevention of Disabilities," (12) "Cause and Prevention of Disabilities," (13) "Going to School," and (14) "Round Up" (a summary of the concepts and information presented in previous broadcasts). Brief appendices present notes on script adaptation and presentation, as well as a vignette of the role of the rehabilitation specialist. (JW)

ED 280 245

Harckham, Laura D.

The Impact of Microcomputer Instruction on Handicapped Students: Second Year Findings.

Pub Date—Apr 86

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

(64th, New Orleans, LA, March 31-April 4, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Children, Cognitive Development, Comparative Analysis, \*Computer Assisted Instruction, Courseware, \*Disabilities, \*Educational Methods, Elementary Education, Instructional Development, \*Instructional Effectiveness, \*Microcomputers, Preschool Education, Problem Solving, \*Programing, Student Behavior
Identifiers—LOGO System, New York
This final report presents a summary and second-year findings of a 2-year project designed to measure the effectiveness of microcomputer instruction on reading and mathematics skills, classroom behavior, general cognitive development, and problem-solving shility of 700 disabled students (ages 3-11) enrolled in four special education schools in New York State. Subjects were exposed to one of three treatment conditions (teacher-directed learning, instructional software, and LOGO) for three 30-minute periods per week over seven months. Analysis of pretest and posttest measures indicated that computer instruction, in the form of either LOGO or instructional software treatments, produced no significant effects related to the behavior, achievement, problem-solving ability, or general cognitive ability of handicapped students. (IW)

Pederson, Jacqueline K. Askins, Billy E.
Developing Prescriptions with a Microcompute
Program for Learning Disabled and Gifted St
dents Based on Learning Style Instruction

Texas Tech Univ., Lubbock. Coll. of Education.

Pub Date—[83] Note—16p. Pub Type— Reports - Research (143) EDRS Price - MF01/PC01 Plus Posta

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Administrative Organization, \*Cognitive Style, Comparative Analysis, Educational Diagnosis, Elementary Education, \*Gifted, Independent Study, Instructional Development, \*Learning Disabilities, Student Attitudes, Student Characteristics, \*Student Interests, \*Teaching Methods

Characteristics, "Student Interests, "Teaching Methods Identifiers—Learning Style Inventory A study classified and compared the learning style preferences of learning-disabled (LD) and gifted elementary school students with peers who were not identified as gifted or LD. The Learning Style Inventory (Dunn, Dunn, and Price, 1981), covering 22 learning style elements grouped under four categories (environmental, emotional, sociological, and physical elements), was administered to the students. Data were analyzed using descriptive administrate statistics to determine relationships among learning style preferences and the three groups of students. Results indicated that LD students preferred more mobility while studying. Gifted students preferred to learn alone. Gifted students preferred to learn some spifted or LD perceived themselves as being less mobile than the other two groups and preferred to learn with peers. Recommendations are formed regarding use of these results: in the classroom; implementation of the Education for All Handicapped Children Act; organization of resources to improve student achievement; organization of facilities to accommodate various modes of instruction; examination of staffing patterns; organization of class schedules; components of academic advising; staff developstaffing patterns; organization of class schedules; components of academic advising; staff develop-ment programs; educational leadership; and fiscal support. (CB)

ED 280 247

EC 192 401

ED 280 247

Allen, Thomas E.

Understanding the Scores: Hearing-Impaired Studensts and the Stanford Achievement Test (7th Edition).

Gallauder Research Inst., Washington, DC. Center for Assessment and Demographic Studies.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—86

Grant—G000300004

Note—899.

Orant—G008300004
Note—89p.
Pub Type—Numerical/Quantitative Data (110) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PO24 Plus Postage.
Descriptors—\*Achievement Tests, Differences,
\*Hearing Impairments, Multiple Disabilities, Racial Differences, Regional Characteristics,
\*Scores, Testing, Test Interpretation, \*Test
Norms, Test Reliability, Test Validity
Identifiers—Impairment Severity, \*Stanford

\*Scores, Testing, Test Interpretation, \*Test Norms, Test Rehability, Test Validity Identifiers—Impairment Severity, \*Stanford Achievement Tests
This manual summarizes technical information regarding the 1982 Stanford Achievement Test, Seventh Edition when administered to hearing-impaired students. In Section 1, the procedures u. dt oselect the norming sample (7,557 hearing-impaired students) are described, and the demographic characteristics of the resulting sample are compared to those of the Annual Survey. In Section 2, evidence for the reliability and validity of the test for the hearing-impaired student population is presented, including a discussion of the standard error of measurement and its implications in determining the significance of gains noted in scores from year to year. Section 3 contains a set of norm tables for selected subgroups of the sample, including; regions of the United States (Northeast, Midwest, South, and West); types of educational programs (residential schools, day schools, local schools with hearing groups (White, Black, and Hispanic). (CB)

ED 280 248

EC 192 402 Orguthorpe, Russell T. And Others Handicapped Children as Tutors. Final Report (1985-86).

Brigham Young Univ., Provo, UT. David O. McKay Inst. of Education. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—20 Nov 86

Grant-83000007

rant—83000007 lote—165p.; For the 1983-84 final report, see ED 255 018; for the 1984-85 final report, see ED 267

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Collected Works - General

EDRS Price - MF01/PC07 Plus Postage

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Behavior Disorders, Cross Age
Teaching, Elementary Secondary Education,
\*Learning Dissibilities, Mainstreaming, \*Mental
Retardation, Peer Acceptance, \*Peer Teaching,
Research Projects, Sign Language, Special Education, Student Attitudes, \*Tutoring
Identifiers—\*Handicapped Children as Tutors

(Project)

(Project)
This final report presents eight papers resulting
from research conducted during the third and final
year of the "Handicapped Children as Tutors"
project, which investigated effects of involving
handicapped students as tutors of disabiled and
non-disabled elementary and secondary school students. Results of all the research showed significant cents. Results of all the research showed againnean positive effects of the tutoring experience on the academic achievement and social competence of tutors and tutees. Qualitative differences between cross-age tutoring and peer tutoring were observed. The titles and authors are: (1) "Handicapped Students of the control dents as Tutors: A Description and Integration of Three Years of Research" (W. D. Eiserman et al.: The Effects of Reverse-Role Tutoring on Social Acceptance of Behaviorally Disordered Stu-dents" (L. Shisler et al.); (3) "The Effects of Three denis (L. Sussier et al.); (3) The Enterts of Hare-Types of Tutoring on the Attitudes of Learning-Dis-abled Students and Their Regular Class Peers" (W. D. Eiserman and R. T. Osguthorpe); (4) "Peer Ac-ceptance of Learning Disabled Elementary Stu-dents" (W. D. Eiserman et al.); (5) "The Effects of dents" (W. D. Eiserman et al.); (5) "The Effects of Reverse-Role Sign Language Tutoring on Commu-nication Skills of Retarded Students" (S. G. Whited and R. T. Osguthorpe); (6) "The Effects of Re-verse-Role Tutoring on the Attitudes of Regular Class Students toward Retarded Students" (S. G. Whited and R. T. Osguthorpe); (7) "Tutoring Inter-ventions within Special Education Settings: A Com-parison of Cross-Age and Peer Tutoring" (T. E. Scruggs and R. T. Osguthorpe); and (8) "Handi-capped Students as Tutors" (S. B. Cook et al.). (CB)

ED 280 249

Patton, Sarah L.

The Mentor Project: Involving Handicapped Employees in the Transition of Handicapped Youth from School to Work, Final Report.

Russell (Harold) and Associates, Inc., Waltham,

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date—22 Feb 85
Contract—300-84-0175

Contract—300-84-0175
Note—46p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Disabilities, "Education Work Relationship, "Mentors, Models, Postsecondary Education, Program Proposals, "School Business Relationship, Secondary Education, "Transitional Programs, "Vocational Adjustment, Vocational

Programs, "ocational Adjustment, Vocational Education Identifiers—Massachusetts, "Mentor Project This final report describes the goals and activities of the Mentor Project, a feasibility study involving the use of handicapped employees as mentors to assist handicapped youth to make the transition from school to work. The first section details the context of the study, including the project's concepcontext of the study, including the project's concep-tion of the mentor experience, a review of voca-tional programming in Massachusetts, and considerations for research. Section II briefly out-lines the technical objectives, involving the develop-ment of models for using successfully employed disabled workers as mentors; integrating special ed-ucation, vocational rehabilitation, and vocational education resources; and utilizing industry volun-teers in inservice training of vocational rehabilita-tion, special education, and vocational education tion, special education, and vocational education staff. The third section details study methods and activities, including development of selection crite-ria, conduct of a needs assessment, interviews with industry personnel and service providers, and decisions concerning an advisory committee. Section IV provides information on the school needs assessment conducted at the condu ment conducted at two comprehensive high schools, a technical high school, and a bi-county collaborative service program. Interviews with eight companies representing the area industries are described in the fifth section, and interviews with 19 service providing agencies are discussed in the sixth section. The final section concludes that the positive findings of the feasibility study support the development of a demonstration mentor model program. Appendices provide a brief description of the proposed mentor model, the questionnaire used in interviews with schools, and lists of the companies and service, agencies interviewed (CB) and service agencies interviewed. (CB)

EC 192 404

ED 280 250 EC 192 404

Decker, Marcia, Ed.

Handicasped Children's Early Education Program, 1985-86 Directory,

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Sep 36

Contract—300-85-0169

-243p. vpe— Reference Materials - Directories/Cat-

Pub Type—Reference Materials - Directories/Cat-alogs (132) — Reports - Descriptive (141) EDRS Price - MF01/PC10 Plus Postage. Descriptors—Demonstration Programs, "Disabili-ties, "Early Childhood Education, "Exceptional Child Research, Outreach Programs, "Research Projects, State Programs, Technical Assistance Identifiers—"Handicapped Childrens Early Educa-tion Boards."

tion Program tion Program

This directory lists and describes projects supported by grants and contracts issued by the Office
of Special Education Programs in the Handicapped
Children's Early Education Program (HCEEP).
The first section describes the HCEEP network and
results of a recent study evaluating the program's
efficacy and impact. The second section summarizes the activities of the five types of HCEEP
projects: demonstration projects (102); outreach
projects (24); state plan grant projects (36); early
childhood research institutes (4); and technical assistance centers (2). Project-written abstracts for commonor research maturities (4); and retenment assistance centers (2). Project-written abstracts for each of the 188 projects are provided in the third section. Descriptions typically include the following information: address; telephone; fiscal agency; executive director; program director; characteristics of the target population; program for children; measures of child exercises exercise. utive director; program director; characteristics of the target population; program for children; mea-sures of child progress; program for parents; and features and products. A project list is included, showing all 188 projects and the page number of each project's abstract. An index provides a guide to pertinent project characteristics (such as handicap-ping conditions of children served, parent activities offered, curricula used, etc.). (CB)

EC 192 405 ED 280 251

ED 280 251

The Education of the Handicapped Amendments of 1986. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session on S.2394, the Education of the Handicapped Amendments of 1986 (July 23, 24, and 29, 1986). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Note-439p.; Serial No. 99-120. Parts of the document have small type. Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avan-able from EDRS.

Descriptors— Disabilities, \*Educational Legisla-tion, Educational Needs, \*Federal Legislation, Hearings, Higher Education, Infants, \*Interven-tion, \*Preschool Education, Public Education, Special Education Identifiers—Congress 99th, \*Early Intervention, \*Education of the Handicapped Amendments 1042

1986
To the Handicapped Amendments of 1986 which mandates special education for handicapped children from the age of 3 and proposes a discretionary program of infant intervention. Testimony from the following agencies and associations is included: National Association of State Boards of Education; National Center for Clinical Infant Programs; Alexander Graham Bell Association for the Deaf; Consortium for Citizens with Developmental Disabilities; United Cerebral Palsy Associations, Inc.; American Speech-Language-Hearing Association; Epilespy Foundation of America; House Select Committee on Children, Youth and Families, National Association of State Directors of Special Education; National School Boards Association;

Association for Retarded Citizens; American Association of School Administrators; National Governors Association; National Indian School Boards Association; American Federation of Teachers; National Conference on State Legislatures; National Society for Children and Adults with Autism; Council for Exceptional Children; Federation for Children with Special Needs; American Rehabilitation Counseling Association; American School Counselor Association; National Association of Elementary School Principals; American Mental Health Counselors Association; National Council on the Handicapped; National Association of Secondary School Principals; National Education Association; United States Department of Education; and National Network of Parent Centers. (CB)

EC 192 406

ED 280 252

Coney, Margaret Mullen, T. Patrick
Student Attitudes toward Disabled Persons.
Pub Date—[85]
Note—[85]
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PCM Plus Postage.
Descriptors—"College Students, Community Surveys, "Disabilities, High Schools, "High School Students, Mainstreaming, "Peer Acceptance, Postsecondary Education, Sexuality, Social Attitudes, "Student Attitudes Identifiers—California (San Bernardino)
High school (N=116), community college (N=88), and state university (N=105) students residing in San Bernardino, California, responded to a 20-item, 5-point Likert-type questionnaire regarding social, sexual, career, and educational attitudes toward persons with disability they would most dislike having, which was mental retardation. Results demonstrated positive attitudes toward disabled persons. The four most positive attitudes were expressed in items which dealt with having a disabled person as a friend, willingness to sit by a disabled person on a plane, voting for a handicapped person for senator, and believing that a handicapped person for senator, and believing that a handicapped person for senator, and believing that handicapped person despete the statements asserting that handicapped person despete the statements asserting that handicapped person despete sit in the second of the service of the second of the service with higher educational levels tended to Person on with higher educational levels tended to people should not be allowed to marry, have little interest in sexual matters, do not need sex education classes, and are not qualified for most employment. Persons with higher educational levels tended to have more positive attitudes about disabled people. These results can be put to use by rehabilitation counselors who can educate nondisabled persons about the actual abilities, particularly in the workplace, of disabled individuals. (CB)

ED 280 253 EC 192 407

Sutton. Cynthis F.
Finding a Focus: Does It Have to Be First?
Pub Date—Apr 86
Note—19p.; Paper presented at the Annual Convention of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

Association (70th, San Francisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF91/PC91 Plas Postage.
Descriptors—Adolescents, Computer Oriented Programs, Computer Software, Data Analysis, Mainstreaming, Naturalistic Observation, "Qualitative Research Problems, Secondary Education, Severe Disabilities, "Special Education The process of focus-finding in qualitative research is ongoing and dynamic, involves researcher choices and decisions (rather than pure discovery), and is a process of social construction in which the researcher interacts with the research setting. Pocus-finding is discussed in the context of a qualitative research study of the integration of adolescent suits severe handicaps within a regular, urban high school. The use of QUALOG (a computer software system) in the management of qualitative data is also described. (JW)

EC 192 408 Jorgensen, Sue Espey, Linda Recruiting Special Education Personnel for Iowa

Schools.

Iowa State Dept. of Public Instruction, Des Moines.

Div. of Special Education; Iowa State Dept. of

Public Instruction, Des Moines. Div. of Teacher

Education and Certification; Mountain Plains

Regional Resource Center, Des Moines, IA.

Spons Agency—Department of Education, Wash-ington, DC. Pub Date—86 Contract—300-83-0186

Contract—300-83-0186
Note—70p.; Montage, pages 28-29, is marginally legible; Appendix C contains small print.
Available from—Mountain Plains Regional Resource Center, Drake University, Des Moines, IA 50311 (\$5.00).
Pub Type— Guides - Non-Classroom (055)
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, Employment Opportunities, Job Application, Program Evaluation, "Program Improvement, Public Education, Resources, "School Districts, "Special Education, "Special Education Teachers, State Standards, Statewide Planning, "Teacher Recruitment

Recruitment Identifiers—"lowa This monograph provides ideas to help school district administrators in lowa attract qualified special education teachers and related service personnel. A framework is provided for reviewing a district's current recruitment program and creative strategies are shared for improving recruiting efforts. Monograph sections contain: an overview of guide content and suggested use; three worksheets for assessing a recruitment program (elements of successful recruiting, prioritizing areas for improvement, and planning for improvement); discussion of elements of an effective recruiting program (including program organization, development and use of recruiting materials, identification of staff needs, announcement of vacancies, application processing, new staff orientation, and program monitoring and improvement); and resources. These include a 27-citation bibliography and three appendixes: a summary of the results of a survey undertaken to direct the development of this guide, a list of the larger circulation state and regional newspapers that will list teacher vacancies, and a chart displaying information about institutions which train special education personnel. (CB)

ED 280 255

Brower, Deb Wright, Virginia K.

The Rubberhand Syndrome: Family Life with a Child with a Disability.

Iowa State Dept. of Education, Des Moines.; Mountain Plains Regional Resource Center, Des Moines, IA.; Nebraska State Dept. of Education, Lincoln.

Pub Date. Mar. 8.

Pub Date-Mar 86

Lincoln.

Pub Date—Mar 86

Note—24p.

Pub Type— Opinion Papers (120)

EDRS Price - MFUL/PCB1 Plus Postage.

Descriptors—'Adjustment (to Environment),

Child Rearing, 'Disabilities, Elementary Secondary Education, 'Family Life, Family Problems,

Family Relationship, Family School Relationship,

Handicap Discrimination, Helping Relationship,

Interviews, 'Parent Attitudes, Parent School Relationship,

Interviews, 'Parent Attitudes, Parent School Relationship,

Interviews, 'Sparent Attitudes, Parent School Relationship,

Terschool Education, 'Significant Others, Spouses

Extended quotations from informal interviews with eight families focus on the experiences of parents in the first part of this paper, seven interview questions probe the following issues; positive and negative experiences with other people's reactions; most and least helpful actions by others, effects of the child's disability on the family (social, emotional, financial, professional, marital); and type and degree of support offered by the spouse. Subsequent sections present brief quotes from parents organized under the following titles: 'Tips for Educators,' "Kudos to Educators," "Tips for Parents," and "Attitudes and Sayings to Avoid.' "Among recommendations for teachers are to treat parents with respect, avoid conversational cliches, and recognize that parents are experts about their children. (JW)

ED 280 256

ED 280 256

Dawson, Geraldine
Symposium on Recent Developments in Experimental Psychopathology.

Pub Date—Aug 86

Note—lüp.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MP01/PC01 Plus Pestage.

Descriptors.—\*Affective Behavior, \*Autism, Cognitive Development, Emotional Development, Emotional Problems, \*Emotional Response, Eye

Contact, Infants, Intervention, Language Handicaps, \*Parent Child Relationship, Psychopathology, \*Social Behavior, Social Development, \*Therapy, Young Children Identifiers—Early Intervention

An overview of some of the recent developments in experimental research on early infantile autism considers related issues such as language impairments, cognitive and affective deficits, nonverbal communication, social behavior, and therapeutic interventions. Research indicates that difficulty with abstract use of language and with pragmatic language are among impairments seen in autistic young children. Recent research also indicates that the fundamental deficit in autism is an affective rather than a cognitive deficit as previously believed. In the area of nonverbal communication, it has been demonstrated that autistic children have particular difficulty with behaviors requiring the coordination of attention between self and others, such as pointing or showing. Therapies to improve autistic children's social behavior have just begun to be developed. The important question to be addressed in all further research in this area is the extent to which early intervention can alter the course of development in autism. particularly as it relates to a velocomment in autism. which early intervention can alter the course of de-velopment in autism, particularly as it relates to so-cial development. (CB)

ED 280 257 EC 192 411

ED 280 257

Vanderheiden, Gregg C.

White Paper: Access to Standard Computers, Soft ware, and Information Systems by Persons wit Disabilities. Revised, Version 2.0.

Wisconsin Univ., Madison. Trace Center.
Pub Date—27 Oct 85

Pub Date—27 Oct 85 Note—54p; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 192 victuals. 412-415.

trol, and Computer Access for Handicapped Individuals. For related documents, see EC 192 412-415.

Available from—Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 (37.30).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MPDI/PC03 Plus Postage.

Descriptors—"Accessibility (for Disabled), "Computers, "Computer Software, "Disabilities, Display Systems, "Input Output Devices, "Microcomputers, Needs Assessment The paper focuses on low cost and no cost methods to allow access and use (via specialized interface and display aids) by the disabled of standard unmodified computers and of microcomputer software systems becoming increasingly common in daily life. First, relevant characteristics of persons with movement, sensory, hearing, or cognitive disabilities are listed and related strategies for solution are described (e.g., use of alternate input approaches for he movement impaired, voice output for the visually impaired). The next section looks at ways existing computers could be made more accessible through such means as keyboard options, an alternate keyboard access feature in operating systems, visual redundancy of auditory information, and availability of an audio or headphone signal. Ways in which these access modifications can increase the usefulness of computers for the disabled (and market size for manufacturers) are pointed out. Possible ways that future computer accessibility for the disabled may evolve are noted and include increased we also a support per and a proceedings from the input output hardware, greater difficulty for the visually impaired as the visual complexity of displays increases, and increased use of voice-to-text translators by the hearing impaired. Attached are a position paper and a proceedings report pertaining to two computer industry (government meetings held February 1984 and October or voice-to-text translators by the hearing impaired. Attached are a position paper and a proceedings report pertaining to two computer industry/government meetings held February 1984 and October 1985 with the purpose of formally addressing the problem of computer accessibility for the handicapped. (DB)

ED 280 258 Vanderheiden, Gregg C. Computers as Augments EC 192 412 ntative Com unication Sys-

tems. Wiscon nsin Univ., Madison. Trace Center.

Pub Date-85

Pub Date—85 Note—10p; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 192 411-415.

vailable from—Trace Research and Development Center, S-151 Waisman Center, 1500 Highland

Ave., Madison, WI 53705 (\$1.10).

Ave., Madison, WI 53705 (\$1.10).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDBS Prics - MP01/PC01 Plus Postage.

Descriptors— Accessibility (for Disabled), \*Communication Aids (for Disabled), \*Disablities, \*Microcomputers, Programing, Rehabilitation, Word Processing.

The paper describes concepts and principles resulting in successful applications of computer technology to the needs of the disabled. The first part describes what a microcomputer is and is not, emphasizing the microcomputer as a mackine that simply carries out instructions, the role of programming, and the use of prepared application programs. The second part examines three roles for the computer in the communication rehabilitation of the disabled: (1) temporary use of a computer for assessment, education, therapy, or training; (2) long-term use of a computer as a personal aid (usually of a prosthetic nature); and (3) use of the same computers running the same programs as everyone else. The effective use of computers as personal communication aids is stressed, with particular emphasis on the importance of portability, the computer so the importance of portability the computer so described future trends identified are technical advances (such as more successful competitive employment by disabled individuals and better information and service delivery). (DB)

ED 280 259 EC 192 413 CAQ-#1 (Revised, October 1986).

BC 192 41
CAQ-#1 (Revised, October 1986).

Pub Date—86

Pub Date—36 Note—11p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 192 411-415.

troi, and Computer Access for Handicapped Individuals. For related documents, see EC 192
411-415.
Available from—Trace Research and Development
Center, S-151 Waisman Center, 1500 Highland
Ave., Madison. WI 53705 (\$1.10).
Pub Type— Guides - General (050)
EDRS Price - MF01/PC31 Plus Postage.
Descriptors—Accessibility (for Disabled), "Communication Aids (for Disabled), Computers, Computer Software, "Disabilities, Electronic
Equipment, Input Output Devices, "Media Adaptation," Microcomputers, "Physical Disabilities
The two information fact sheets describe (1) available computer options for use with a handicapped individual and (2) available communication techniques or aids for a severely physically handicapped son or daughter. The first fact sheet considers three ways a physically disabled individual can use a microcomputer: using special software designed to run one standard computers; modifying the system software in the computer to allow the handicapped to use standard software; and using hardware adaptations or devices to allow the handicapped to use standard software; special software includes text-to-braille translation, talking systems, and enlarged print. Modification of system software focuses on changes in operating system instructions to the keyboard; the connection of special alternate keyboard, disk drives, or displays; approaches to the acceleration of input rate; and alternate approaches to visual display information for blind individuals. The second fact sheet looks at the role of communication aids in conversation/interaction and in writing. The importance of communication rate (speed factors) in selecting any communication and in writing. The importance of communica

ED 280 280
Gunderson, Jon R. And Others
The Trine Project Final Report,
Wisconsin Univ., Madison. Trace Center.
Spons Agency—Office of Special Education (ED),
Washington, D.C.
Pub Date—May 86
Contract—300-83-0267

Contract—300-3-026/ Note—72p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 192 411-415. Appendix H contains small/marginally leable seep

legible print. vailable from—Trace Research and Development Center, S-151 Waisman Center, 1500 Highland

Ave., Madison, WI 53705 (\$10.10)

Ave., Madison, WI 53705 (\$10.10).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptora—Accessibility (for Disabled), \*Communication Aids (for Disabled), \*Computer Software, \*Disabilities, \*Educational Needs, Elementary Secondary Education, Guides, \*Microcomputers, Written Language Identifiers—Trine Project

The final report describes the Trine Project which addressed three needs in the education of handicapped children: the need for an alternate writing system, the need for communication, and the need for access to general purpose computers used in the schools. The project had three major objectives: (1) to design a low-cost portable writing and computer access aid using existing technology, (2) to provide alternative communication integrated with writing and computer access; and (3) to provide a tutorial manual that allows naive users to learn the system. The project resulted in a special computer program which turns the Epson HX-20 general purpose computer into a dedicated writing, conversation, and computer access aid with a structured tutorial manual. Results of field testing with 13 users and 6 consultants indicated that the Trine System can be learned effectively from the guidebook and that it can meet basic communication and writing needs of persons in educational settings. A nonexclusive marketing plan (in which a limited number of organizations have the right to produce and sell the system) was used and the Trine System is now available through two commercial companies. Among appendixes are product brochures, a conference paper on tem) was used and the frine System is now available through two commercial companies. Among appendixes are product brochures, a conference paper on the design and testing of a tutorial manual, several questionnaires on system use and evaluation, and a manual critique. (Author/DB)

ED 280 261
Brady, Mary And Others
TRACE Authored Papers from the First three
Ninth Annual Conferences on Rehabilitati
Engineering Technology (1977-1986),
Wisconsin Univ., Madison. Trace Center.

Wisconsin Univ., Madison. Trace Center.
Pub Date—[86]
Note—48p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192

411-414.

Available from—Trace Research and Development
Center, S-151 Waisman Center, 1500 Highland
Ave., Madison, WI 53705 (\$6.40).
Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptive (141) — Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Accessibility (for Disabled), "Communication Aids (for Disabled), "Computers,
Computer Software, "Disabilities, "Engineering
Technology, Input Output Devices, "Rehabilitation

Technology, Input Output Devices, \*Rehabilitation
Identifiers—\*Rehabilitation Engineering
Brief papers authored by staff of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals and presented at the first through minth annual conferences on rehabilitation engineering technology are presented. Papers have the following titles and authors: "The Data Routing Module: Accessing Computer Systems with Communication Aids" (B. Rodgers et al.); "Application of an Optical Keyboard for Job-Site Access to Standard Computer Systems" (G. Goldberg); "Two Headpointing Input Techniques-A Comparative Study" (M. Brady et al.); "Oteneric Keyboard Emulator Architecture for Transparent Access to Standard Software by Handicapped Individuals" (D. Kelso and J. Gunderson); "A Multipurpose Stand Alone Expanded Keyboard for the Disabled" (P. Graystone et al.); "A High-Efficiency Flexible Keyboard Input Acceleration Technique: Speedkey" (G. Vanderheiden); "Development of a Set of International Communication Aids Compatibility Standards Proposals (ICAC SIDS)" (B. Rodgers and J. Gunderson); "A Portable Computer-Based Writing, Conversation and Computer Access Aid for Severely Motor Impaired Individuals" (J. Gunderson and G. Vanderheiden); "Minibus Architecture for Increased Function and Longevity of Communication and Control Aids" (G. Vanderheiden and D. Kelso); "Use of Transparent Input and Feedback Modification to Allow Access to Standard Education and Control Aids (U. vanderheiden and D. Kelso); "Use of Transparent Input and Feedback Modification to Allow Access to Standard Educational and Vocational Software" (G. Vanderheiden and D. Kelso); "The Talking Blissapple: A User Programmable Pictographic Communication/Writing

Program for Severely Handicapped Individuals" (G. Vanderheiden and D. Kelso); "A Data-Based Approach to Character-Syllable/Word Sets" (M. Brady et al.); "A Standard Interconnection Format for Electronic Assistive Devices for Handicapped Individuals" (B. Rodgers et al.); "Dual and Nested Computer Approach to Vocational and Educational Computer Systems" (G. Vanderheiden and D. Kelso); "Hybrid Optical Headpointing Technique" (G. Vanderheiden); "Design of Universal Keyboard Emulators" (B. Rodgers); Ten-Branch Abbrevision Expansion for Greater Efficiency in Augmentative Communication Systems" (D. Kelso and G. Vanderheiden); "The Effect of Increased Sensor Area on input Rate and Accuracy of the Express III Communication Aid" (C. Lee and G. Vanderheiden); "A Portable DECtalk Speech Synthesizer" (C. Lee and D. Kelso); "The Design and Testing of a Tutorial Manual That Allowed Users To Learn a Multifunction Aid System without Expert Support" (B. Rodgers); "One Finger Operation of the IBM Family of Personal Computers" (C. Lee et al.); and "Application of Multiple Wordstudy Analysis in the Development of Vocabularies for Augmentative Communication Systems" (C. Cress and G. Vanderheiden). (DB)

## FL

ED 280 262 FL 016 109

Shimatani, Hiroshi
The Use of Small Group Work in the ESL/EFL
Classroom: Theoretical Basis and Some Suggestions for Practical Application. Pub Date-[86]

Note-28p.; Part of a master's thesis, Michigan

Pub Date—[86]
Note—28p.; Part of a master's thesis, Michigan State University.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Organization, Classroom Techniques, "Educational Theories, "English (Second Language), Feedback, Females, Group Dynamics, "Group Membership, "Learning Theories, "Group Dynamics, "Group Membership, "Learning Theories, Males, Program Effectiveness, Second Language Instruction, Second Language Learning, "Small Group Instruction, Student Role, Teacher Role In English as a second language English as a forcign language classrooms where teacher-fronted instruction is still the norm, small group work tends to be avoided because conversational activities among nonnative speakers are generally thought to be of little use. The validity of small-group work among nonnative speakers are generally thought to be of little use. The validity of small-group work among nonnative speakers are generally thought to be of little use. The validity of small-group work among nonnative speakers is defended with both pedagogical claims and recent second language acquisition theories and research findings obtained inside and outside the classroom. In addition, variables that affect successful small group performance are discussed in these contexts: (1) the role of the teacher, (2) the role of the teacher, (3) the formation of groups, and (4) the sex composition of groups. Also, an ideal organization of small group work is suggested. Finally, the ways in which currently available techniques can be incorporated into the traditional classroom are demonstrated. (Author/MSE) thor/MSE)

ED 280 263

Macedo, Donaldo P.

CapeVerdean Language Project, Final Report.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[85]
Grant—G00-83-02186

Note—369p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Developing Nations, Foreign Countries, Language Research, Language Variation, Nonstandard Dialects, "Oral Language, "Phonemics, "Phonology, "Pidgins, Portuguese, Sociolinguistics, Structural Analysis (Linguistics), Uncommonly Taught Languages Project's final report presents a phonemic analysis of the Capeverdean language, a derivation of Portuguese traditionally considered a dialect. The project's research is based on the assumption that Capeverdean is a language with its own dialects, and the research was intended ED 280 263 FL 016 147

to determine an autonomous phonemic representa-tion of it. An introductory section outlines the his-tory of the Capeverdean language, and subsequent sections contain the following portions of the analy-sis: segmental phonemes, vowels, consonants, syl-labic structure, vowel and consonant alternations, and the phonological process. A discussion of Cape-verdean orthography looks at the need for standard-ization, describes an experiment to develop a standardized orthography, and presents the pro-posed new version. A Capeverdean/English glossary are included, and a teacher's manual and classroom visuals are appended. (MSE)

FL 016 171 ED 280 264

Petersen, Jennifer
Word-Internal Code-Switching Constraints in a
Billingual Child's Grammar.
Pub Date—13 Sep 86

Note-27p.; Paper presented at the Minnesota Lin-guistics Conference (Minnesota, September 13, guistica 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Bilingualism, "Child Language,
"Code Switching (Language), Correlation, Discourse Analysis, "English, Form Classes (Language,
"Language Dominance, Language Usage, Morphemes, Uncommonly Taught Languages, Young
Children
Identifiers—Danish
The correlation between a hilingual's usage of

Chioren

Identifiers—"Danish

The correlation between a bilingual's usage of grammatical morphemes from one of his/her languages and his/her language dominance is examined. The subject is a three-year-old Danish/English bilingual who code-switches at the morpheme level even though she has never been exposed to a code-switching bilingual community. Co-occurrence restrictions are found in her code-switching grammar as follows: English grammatical morphemes co-occur with either English or Danish lexical morphemes, but Danish lexical morphemes. It appears that in utterances containing morpheme-level code-switching, the encoding of grammatical morphemes in one language is an indication of the dominance of that language. By that criterion, the code-switching of this subject is English-dominant. (Author/MSE)

ED 280 265 FL 016 204

FL 230 205

FL 016 204

Newman, Roxana Ma And Others

Proficiency Goals in African Languages with Specific Recommendations for Hausa, Lingals, and Swahill. Final Report: Re-Evaluation of Indiana University's African Language Program Goals and Objectives, Year I.

Indiana Univ., Bloomington. African Studies Program.

gram. Pub Date—Nov 85

gram.
Pub Date—Nov 85
Note—\$2p.
Pub Type—Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*African Languages, \*College Second
Language Programs, Communicative Competence (Languages), \*Curriculum Design, \*Educational Objectives, Hausa, Higher Education, \*Language Proficiency, Lingals, Literature Reviews, Frogram Evaluation, Questionnaires, School Surveys, Student Educational Objectives, Swahili, Uncommonly Taught Languages Identifiers—\*Indiana University
A discussion of language proficiency in college-level African language proficiency in college-level African language proficiency and proficiency goals. This section examines linguistic competence, communicative syllabus design, levels of proficiency, and proficiency goals. This section examines linguistic competence, communicative syllabus design, levels of proficiency, proficiency guidelines and scales in general, and specifically, the American Council on the Teaching of Foreign Language guidelines. The need for proficiency goals in African language proficiency goals in structor qualifications, student needs, course articulation, and testing are discussed in particular, and testing are discussed in particular, and Swahili are also presented. A list of references and an Indiana University questionnaire on student goals in learning an African language are included. (MSE)

FL 016 331

ED 280 266 FL 016 33 Puhl, Carol A. Report on the Basic English Language Skills Project (BELS). Pub Date—23 Aug 85

Pub Date—23 Aug 85
Note—17p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Afrikaans,
"Basic Skills, "College Second Language Programs, College Students, "Developmental Programs, "English (Second Language, English for Academic Purposes, Foreign Countries, Higher Education, "High Risk Students, Language Skills, Program Effectiveness, Program Evaluation, School Holding Power, "Screening Tests, Uncommonly Taught Languages Identifiers—"University of the Western Cape (South Africa)

monly Taught Languages
Identifiers—"University of the Western Cape
(South Africa)
South Africa's University of the Western Cape
developmental program in English as a second language is described and discussed. The program was
designed to improve the academic schievement of
native Afrikaans-speaking first-year students by improving their English competence. The students are
a high-risk subgroup of students in a general developmental English course. In its history of less than
two years, the experimental program has improved
the course passing rate and the student retention
rate and caused an increase in research and experimentation with methods, materials, and testing. The
small-group instruction, communicative emphasis,
high-quality staff, and additional resources are seen
as distinct program advantages. Areas of concern
include the influence of frequent boyouts on and off
campus, the need for additional space and human
and other resources, perceived pressure to produce
results, the need for clarification of objectives and
emphases, and the need for some syllabus redesign.
Recommendations include exploration of new instructional and testing materials and further research concerning the results of this program and
comparisons with other, similar programs. A description and analysis of the screening test used for
the program are also included. (MSE)

FL 016 389

ED 280 267 FL 016 389

ED 280 267
Roberts, Jon
Analyzing Language Teachers' Activities.
Pub Date—Apr 86
Note—38p; Best available copy. Paper presented at
the Annual Meeting of the International Association of Teachers of English as a Foreign Language
(20th, Brighton, England, April 1-4, 1986).
Pub Type—Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Passcrinton—Check Lists, Classroom Environ-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Check Lists, Classroom Environment, Classroom Techniques, Educational Research, Elementary Secondary Education, \*Job Analysis, \*Language Teachers, \*Questionnaires, Research Methodology, Teacher Education, \*Teacher Responsibility, \*Teacher Role, \*Teaching Load, Teaching Models
The process used by one researcher in developing an inventory of specific tasks performed by language teachers is described. The objective was to facilitate research on language teachers' jobs in a variety of countries and under differing teaching conditions and to provide job profiles for use in teacher education and by teachers, their unions, administrators, and others concerned with language teaching. The first section of the report describes the methodology of creating a task list. The second section makes observations on underlying models of the teacher's role and responsibilities. The bulk of the report is in the appended lists of tasks derived from teacher interviews. (MSE)

ED 280 268 FL 016 433

Maurice, Araya Rajatanavin Language Needs Identification of Cambodian Refu-gees: A Case Study. Pub Date—Mar 86

Note—46p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March

Other Languages (20th, Anaheim, CA, March 3-6, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Acculturation, "Cambodians, Case
Studies, Comparative Analysis, "Educational
Needs, Educational Objectives, Helping Relation-

ship, "Intercultural Communication, Needs Assessment, "Refugees, Second Language Instruction, Social Support Groups
Identifiers—"Florida (Jacksonville)
Second language needs of Cambodian refugees sponsored by the Lutheran Social Services resettlement program in Jacksonville, Florida are reported. The study used observation, structured interviews, and periodic data collection to examine patterns of refugee interaction and to develop a profile of language needs for comparison with the program's existing curriculum. The major finding of the program is a pronounced tendency of the refugees to depend on third parties in situations requiring interaction with Americans. A tendency of the third parties to help these refugees to the extent that it interfers with their language acquisition and acculturation was found to compound this dependency. The sponsors' curriculum was found to correspond to the refugees language needs established in the profile, but little English use was observed outside the classroom, suggesting the need to change the types of learning activities and services offered in the program. (MSE)

ED 280 269 FL 016 435

ED 280 269

Thomas, Barry And Others
Academic Alliances: Should You Be a Member of a Teacher Callaborative?
Pub Date—Oct 86
Note—20p.; Paper presented at the Annual Meeting of the Conference on the Teaching of Foreign Languages and Literatures (10th, Youngstown, OH, October 24-25, 1986).
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MP6U/PO1 Plus Postage.
Descriptors—\*College Faculty, \*Cooperative Planning, Educational Improvement, Educational Trends, Higher Education, \*Language Teachers, Networks, Professional Development, Second Language Instruction, \*Teacher Associations, Trend Analysis Identifiers—\*Academic Alliances, \*Ohio University

aity
A discussion of the academic alliance movement
in foreign languages, in which regional and local
groups are formed for the support and promotion of
language teachers and programs, is presented. The
first section presents a brief general history of the
movement, describes the development of the Ohio
Valley Foreign Language Alliance at Ohio University, and gives some suggestions about the mechanics of creating an alliance group. The second section
supplies examples of the benefits of alliance participation from a college teacher's point of view. The
third section describes the advantages of a collaborative from the perspective of a high school language teacher. (MSE)

ED 280 270 FL 016 507 French Immersion Studies, Year 3 (1985-86). Tests of (English) Reading Skills. York Region Board of Education, Aurora (Ontario). Pub Date—Jan 86 Note—27p.; For a related document, see FL 016

508

508.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Elementary
Education, 'English, Foreign Countries, French,
Grade 3, Grade 4, Immersion Programs, Language Tests, 'Program Effectiveness, Reading
Comprehension, 'Reading Skills, Reading Tests,
Second Language Programs, Test Format, 'Test
Results, Test Theory
To determine whether students earolled in one
Ontario region's early French immersion (FD) pro-

To determine whether students enrolled in one contario region's early French immersion (FI) programs developed English reading skills comparable to their non-FI peers, a monitoring process was begun in the first FI program year (grade 3) in which formal English instruction is given. The FI cohort and a control group matched for mental abilities and communities were administered reading tests in third and fourth grade. As predicted, the FI students performed below the control group on the first test but attained scores that were at least equal in the fourth grade. A test of inference and generalization administered in fifth grade to the two groups showed consistently but marginally superior scores administered in fifth grace to the two groups showed consistently but marginally superior scores in all skill areas for the FI group. Item analysis and examination of subgroup performance indicated some areas for improvement or future investigation, including use of the more advanced test at the fourth and seventh grade levels and expansion of the language testing to include vocabulary, punctuation,

grammar, and capitalization. A supplement that re-ports and compares the English reading comprehen-sion scores of FI students and non-FI students is appended. (Author/MSE)

FL 016 508 Performance of Grade 5 Students in a CMLR
Program on the CTBS Test of Reading Comprehension, October 1985 (Year 3 of a Comparative
Longitudinal Study).
York Region Board of Education, Aurora (Ontario).
Pub Date—Feb 86

Pub Date—Feb 86 Note—21p.; For a related document, see FL 016

507

Note—21p.; For a related document, see FL 016 507.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Academically Gifted, Comparative Analysis, Foreign Countries, French, Grade 5, Immersion Programs, Intermediate Grades, Program Effectiveness, Intermediate Grades, Program Effectiveness, Reading Achievement, \*Reading Comprehension.\* Reading Tests, Statistical Analysis, Test Theory Identifiers—"Chicago Mastery Learning Reading Program, \*Kettleby Public Schools ON The effectiveness of the Chicago Mastery Learning Reading (CMLR) Program implemented in Ontario's Kettleby Public Schools (KFS) was measured by the students' reading progress and comparisons with the progress of other students in French implementation, a test of reading comprehension found the KFS students with slightly higher mean average scores than their non-FI poers and significantly higher scores than their FI peers. A year later, a test of literal comprehension resulted in lower scores for the KFS group than for others, but the difference was marginal when gifted students scores were factored out. Another six months later, a more comprehensive reading test of factual comprehension, inference, and generalization skills resulted in KFS scores equal to the scores of non-FI students when gifted scores were factored out. Item analysis and skills analysis identified apparent students when gifted scores were factored out. Item analysis and skills analysis identified apparent strengths and weaknesses of the KPS performance in comparison to other groups, and resulte ommendations for action. (Author/MSE) ulted in rec-

ED 280 272

armona, Francisco aglish Pronunciation: A Systematic Approach to Word-Stress and Vowel-Sounds.

Pub Date—[87] Note—60p.

Note—60p. Guides - Classroom - Teacher (052)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Articulation (Speech), Consonants,
"English (Second Language), Generative Phonology,
Linguistic Borrowing, Linguistic Theory,
"Pronunciation Instruction, "Stress (Phonology),
Suffixes, Suprasegmentals, Syllables, Teaching
Guides, "Vowels
Identifiers.—Prefixes

Identifiers—Prefixes
A handbook on English word stress and stressed-vowel sounds is based on the idea that these segments are, in most cases, controlled by phonological context and their pronunciation can be phonological context and their pronunciation can be understood through a system of rules. It serves as a reference for teachers and as a text for students. Chapters address these topics: word stress and ac-tive and ambivalent suffixes; word stress and pre-fixes; stressed vowels (long and short) in their context; the sounds of stressed vowels controlled by "r"; stressed vowel clusters; and unstressed vowels in their context. Appended materials include notes on some English consonants, historical principles of word stress, and pronunciation of recent loan words. (MSE)

ED 280 273 FL 016 515

nas 280 213 FL 016 515
Barnes, Sharon S.
An Annotated Bibliography of Literature Concerning the Role of Culture in Foreign Language.
Pub Date—30 Jun 86
Note—47p.; Exit Project, Indiana University at South Bend.

South Bend.

Pub Type—Reference Materials - Bibliographies
(131) — Dissertations/Theses - Undetermined
(040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom Techniques, \*Communication (Thought Transfer), \*Cultural Awareness, \*Cultural Education, \*Cultural Influences, Elementary Secondary Education, \*Cultural Influences, Intercultural Communication, \*Language Attitudes, \*Second Language

Learning, Student Attitudes, Teacher Attitudes, Testing, Textbook Content
An annotated bibliography of materials concerning the role of culture in foreign language learning focuses on the complexity and the importance of cultural awareness and on its integration into the foreign language curriculum. The first group of citations concerns the value of culture in the communication process and includes materials on sociological issues, attitudes toward foreign cultures, and attitudes toward and expectations of foreign languages. The second group of citations addresses issues in the integration of culture into classroom activities, including methodological concerns, textbooks and testing, and teaching stratecuasaroom activities, including methodological con-cerns, textbooks and testing, and teaching strate-gies. Conclusions derived from the survey of the literature and recommendations for further re-search, curriculum development, and classroom techniques are also presented. (MSE)

FL 016 520 ED 280 274

ED 289 274 PL 016 52 Dwyer, David J., Comp. A Resource Handbook for African Languages. A Listing of the Institutional, Human, and Mate-rial Resources for the Teaching and Learning of the Eighty-Two Highest Priority African Lan-

Michigan State Univ., East Lansing. African Studies

Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86

Note—604p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MPB3/PC25 Plus Postage.

Descriptors—\*African Languages, Dialects, Guides, "Human Resources, "Information Sources, Language Classification, Language Role, Language Typology, Needs Assessment, "Organizations (Groups), Reference Materials, "Resource Materials, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages

guages
A handbook and directory of resources for teaching and learning the 82 African languages selected as the highest priority for course offerings in the as the highest priority for course offerings in the United States consists primarily of profiles for each language. Each profile contains information on the language's classification, distribution, number of speakers, usage status, dialects, orthographic status, and requirements for learning materials, and listings of all individuals and institutions carrying out work in some way pertinent to the teaching of the language. Specialist evaluations of the materials and information on material availability are also included. Appendixes include lists of the languages by priority category, questionnaires used in combiling priority category, questionnaires used in compiling the guide, a bibliography, individual and institu-tional addresses, and country-language and lan-guage-country indexes. (MSE)

FL 016 533

Weatherford, H. Jarold Nonverbal Communicat guage Teacher. Pub Date—86 nication and the Foreign Lan-

Pub Date—86

Note—29p.; Paper presented at the meeting of the Foreign Language Association of Georgia (Athens, GA, September 1986).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—80dy Language, Classroom Techniques, \*Communication (Thought Transfer), Cultural Awareness, \*Cultural Differences, Facial Expressions, Human Posture, \*Intercultural Communication, \*Nonverbal Communication, \*Paralinguistics, Second Language Instruction A discussion of the role of nonverbal communication in foreign language learning focuses on culturally-conditioned aspects of nonverbal behavior. Various means of nonverbal communication, including posture, gestures, facial expression, occules-

Various means of nonverbal communication, including posture, gestures, facial expression, occulesics, proxemics, haptics, chronemics, and syncing are
examined, and some of the cultural differences
found in these modes are explored. Suggestions for
introducing foreign language students to the subject
of nonverbal communication are presented in order
to make students more aware of aspects of their own
culture and to help them appreciate and understand
other cultures. Ideas for sensitizing students to the
specific nonverbal aspects of communication in the
target culture are also discussed. (MSE)

ED 280 276 FL 016 536 Cullen, Audrey And Others Accelerated Learning 1985-1986, Delgado Coll., New Orleans, La.

Cullen, Audrey And Others
Accelerated Learning 1985-1986.
Delgado Coll., New Orleans, La.
Pub Date—[87]
Note—31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type— Reports — Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC/02 Plus Postage.
Descriptors—"Acceleration (Education), Class Activities, "Classroom Environment, "Classroom Techniques, "Educational Theories, Elementary Secondary Education, Higher Education, Learning Theories, Music Activities, Participant Satisfaction, Reading Games, Relaxation Training, "Second Language Instruction, Skill Development, "Suggestopedis, Teacher Education, Teaching Methods Identifiers—"Total Physical Response
A second language teaching technique using relaxation, imagination, and music to accelerate the learning process is imagination, and music to accelerate the learning process is discussed. Part 1 describes the classroom setting and the stages and processes of the technique. Part 2 outlines the theory and sources of the method in the literature of learning theory and language teaching. The third art presents an evaluation of a project to train Lousians language teachers in the method. The teacher training program consists of instruction in a unfamiliar language, and instruction in the use of the method itself. Evaluation is based on pre-to-posttest changes in trainee attitudes and language skills. (MSE)

FL 016 538 ED 280 277 Devitt, Sean M.

Learning a Foreign Language through the Media.
CLCS Occasional Paper No. 18.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
Pub Date—86

Note—73p.; Newspaper article reprints contain small print.

small pris.

Pub Type—Reports - Evan
Papers (120)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Advance Organizers, Class Activities, "Classroom Techniques, Cognitive ProDifficulty Level, Foreign Countries,
Level, Foreign Countries,
Mass ties, "Classroom Techniques, Cognitive Pro-cesses, Difficulty Level, Foreign Countries, Instructional Materials, Introductory Courses, Learning Activities, "Learning Processes, "Mass Media, Media Selection, Second Language In-struction, Second Language Learning, Student Attitudes, Student Role, "Writing Exercises"

Attitudes, Student Role, "Writing Exercises The use of mass media as a means of learning a foreign language from the beginning of language study is discussed. Using the media enables many of the features of the natural language acquisition process to be brought into play in a way that much current language teaching material does not. This position is supported by recent research into the processes of reading and listening. The paper also discusses some of the ways in which activities preceding or accompanying the use of media texts can make the texts accessible to a wide variety of learners, including beginners. Beginners can be helped not only to understand foreign language texts but also to create and edit their own texts at a relatively sophisticated level. This approach greatly enriches sophisticated level. This approach greatly enriches the comprehensible linguistic input while also reducing affective barriers to language learning. A practical exercise built around an Italian news story and using four newspaper articles and one radio broadcast transcript in Italian as the basis for a series of activities is appended. (Author/MSE)

Crane-Fisk, Carolyn
Foreign Language Instruction Within a Montes-sort Environment.
Pub Date—Nov 86

Note—16p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (20th, Dallas, TX, November 21-23, 1986).

21-23, 1986).

Pub Type— Reports - Descriptive (141) Speeches/Meeting Papers (150) — Guides
Classroom - Teacher (052)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors— \*Classroom Environment, Cour
Descriptions, Course Objectives, \*Curriculus
Design, Elementary Education, Elementary Se
ondary Education, \*French, Immersion Pri

grams, Individualized Instruction, Junior High School Students, Montessori Method, Preschool Education, Second Language Instruction, Second Language Instruction, Second Language Programs, Young Children Identifiers—"Lake Country School MN

A French language program used in a Montessori school with children in preschool through junior high grades is described. The program provides language instruction in the classroom by a French specialist as well as separate French classes, a compromise between immersion and the Montessori methodology. The children are able to work independently with French-related materials in their own classrooms at any time, and individual help is also available. French instruction begins when children enter the school at age two and a half and establishes vocabulary and language interest at an early age. The curriculum is participatory and includes grammar instruction. At the junior high school level, students enter either an accelerated French program, grammar-intensive and writing-oriented, or an advanced beginning level focusing on grammar basics and spelling. Special student projects also allow language learning to be expanded beyond the classroom. A curriculum outline and list of expectations is appended. (MSE)

FL 016 540

Wesche, M. And Others
Post-Secondary Follow-up of Former French Immersion Students in the Ottawa Area: A Pilot Study.

Ottawa Univ. (Ontario). Centre for Second Lan-

Ottawa Univ. (Ontario). Centre for Second Language Learning.
Spons Agency—Department of the Secretary of State, Ottawa (Ontario).
Pub Date—Oct 86
Note—98p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Environment, College Students, Correlation, Evaluation Criteria, Followup Studies, Foreign Countries, \*French, Graduatents, Correlation, Evaluation Criteria, Followup Studies, Foreign Countries, \*French, Graduatents, \*Immersion Programs, \*1.anguage Attitudes, \*Language Maintenance, \*Language Proficiency, Language Maintenance, \*Language Proficiency, Language Usage, Pilot Projects, Postsecondary Education, Research Methodology, Research Needs, Second Language Learning, State Universities, Student Records

Needs, Second Language Learning, State Universities, Student Records
Identifiers—"Ontario (Ottawa)
The report summarizes findings of a pilot study of 1985 graduates of bilingual high school programs at the University of Ottawa and Carleton, Queen's, and McGill Universities. Data on French language proficiency, attitudes toward the French language proficiency, attitudes toward the French language and current patterns of French use at the universities are compared for early and late immersion students and for two of the universities' samples. A major objective of the study was to develop and refine a methodology and battery of instruments for postsecondary followup studies of immersion graduates for use throughout Canada. Procedures and instruments for tracing and locating subjects, measurement and self-evaluation of French proficiency, and archival data-gathering in the postsecondary institutions are described. A secondary objective was to describe postsecondary institutional response to the growing clientele of bilingual anglophone students, including French language course offerings, opportunities to use French, and institutional support and recognition of French language course offerings, opportunities to use French, and institutional of the followup of the pilot group and a later cohort. (Author/MSE)

FL 016 541

Danesi, Marcel
Teaching a Heritage Language to Dinlect-Speaking
Students.

Students.
Centro Canadese Scuols e Cultura Italiana.; Ontario
Inst. for Studies in Education, Toronto.

Hist. 107 Steams III Landscape, 1970 Steams III Landscape, 1970 Date-86
Note-64p.
Available from—Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 196.
The Three Information Analyses (070)

Canada MSS 1V6.
Pub Type— Information Analyses (070)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Environment, Comparative Analysis, Correlation, \*Cultural Background, \*Curriculum Design, Elementary Secondary Education, Error Analysis (Language), Immigrants, Italian, \*Language Maintenance, Learning Activities, \*Native Language Instruction, \*Regional

Dialects, Second Language Instruction, Second Language Learning, Teacher Attitudes, Teacher Role

-\*Community Language Learning.

Role

Identifiers—\*Community

\*Heritage Language
Issues related to school instruction in students'
heritage or ancestral language are discussed, particularly in regard to dialect-speaking children or children with some degree of competence in the
language. The first chapter considers similarities
and differences between second language instruction and heritage language education. The findings
on ancestral language maintenance in immigrant
children are also discussed for the benefit of teachiers. Chapter 2 looks closely at the crucial question
of the difference between the standard target language and the variant forms, known by the students
(i.e., dialects or regionally-determined variants), as
it relates to classroom instruction. The third chapter
draws a psychological profile of the heritage language learner, focusing on existing linguistic knowldege and its pedagogical implications. Chapter 4
looks at the literature on errors in language learning and relates it to heritage language teaching. The
final chapter addresses practical instructional issues
such as curriculum design and content. (MSE)

ok for Teaching Pilipino-Speaking Stu-

randook for Teaching Pilipino-Speaking Stu-dents.
California State Dept. of Education, Sacramento. Bilingual Education Office.
Pub Date—36

Bilingual Education Office.

Plub Date -86

Note-97p.

Available from—California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271 (34-50).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Bilingual Education, Classroom Techniques, Comparative Analysis, Contrastive Linguistics, "Cultural Background, Curriculum Design, Demography, Directories, Educational Objectives, Elementary Secondary Education, "English (Second Language), Foreign Countries, Instructional Materials, Language Skills, "Limited English Speaking, "Native Language Instruction, Parent Attitudes, Program Development, Reading Instruction, Second Language Instruction, Sociocultural Patterns, "Tagalog, Teaching Guides, Teaching Methods, Uncommonly Taught Languages

Guides, reaching methods, Uncommonly Languages
Identifiers—\*California, \*Philippines
A handbook for teachers and administrators dealing with limited-English-speaking native Pilipino-speaking students in the schools gives information on the unique historical, sociocultural, and linquistic characteristics of this group and provides information about educational resources. It begins with an overview of Filipino immigration history, distribution in the United States, educational tory, distribution in the United States, educational background, schooling problems, and parental atti-tudes. The second chapter looks at historical and sociocultural factors affecting Filipinos in the Phil-ippines and in California. Chapter 3 outlines charac-teristics of the Pilipino language, including language distribution in the Philippines, features of Philippine distribution in the Philippines, features of Philippine languages, the controversy over a native language in the Philippines, the implications for language in the Philippines, the implications for language instruction in the United States, differences between Pliipino and English, characteristics of written Philippino, and notes on the interrelationship of language and culture. The fourth chapter suggests instructional and curriculum strategies for Philipino language development, including methods for teaching reading and writing in Pilipino, oral English instruction, bulingual reading instruction, criteria for introduction of English reading, and comments on exposure to English and Pilipino. A glossary, reference list, resource directories, and sample materials nce list, resource directories, and sample materials and objectives for writing in Pilipino are appended. (MSE)

ED 280 282

Eattment. David
Teacher Resistance to CALL.
Pub Date—Apr 86
Note—9p; Based on a paper presented at a conference of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1-4, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO31 Plus Postage.
Descriptors—College Students, \*Computer As-

sisted Instruction, \*Computer Software, Cour-seware, Databases, Educational Improvement, Educational Needs, \*English (Second Language), Higher Education, \*Language Teachers, \*Nega-tive Attitudes, Second Language Instruction, \*Teacher Attitudes, Teacher Role, Word Process-

tive Attitudes, Second Language Instruction, "Teacher Attitudes, Teacher Role, Word Processing
Despite the evolution of software for computer-assisted language learning (CALL), teacher resistance remains high. Early software for language instruction was almost exclusively designed for drill and practice. That approach was later replaced by a model in which the computer provided a stimulus for students, most often as a partner in games. However, these games are essentially limited exercises and consequently, student recall of the content is limited. They are also difficult for most teachers to integrate into the curriculum, and they actively erode the teacher's role by challenging the student to find a single correct answer. Other, more general factors inhibit teachers' use of existing software, including the time needed to become familiar with it, lack of standardization, and students' pre-existing familiarity with the programs. Rather than producing more of the same kinds of materials, the language profession should turn its attention to applications software such as word processors, spreadsheets, database communications programs, graphics packages, and deak-top publishing. They are distinguished by the need to learn only one program, the fact that they are real, not only realistic, their portability, and the genuine role given the teacher. The programs are tools, not teachers, and are gaining substantially in interest in education. (MSE)

ED 280 283 FL 016 544

ED 280 283

FL 016 544

Rayer, Joan M.

Writing Apprehension among Puerio Rican University Students.

Pub Date—Nov 86

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—College Students, Communication Apprehension, Communication Skills, Comparative Analysis, \*English (Second Language), Higher Education, \*Puerto Ricans, Second Language Laraning, Sex Differences, \*Spanish, Student Attitudes, \*Writing Apprehension, Writing Difficulties, Writing Instruction, Writing Readiness

ness
The writing apprehension experienced by Puerto
Rican university students is examined. Levels of
apprehension when writing in English versus native
Spanish, for males versus females, and for students
enrolled or not enrolled in writing classes are compared. The results indicate that the students, particularly the women, are more apprehensive when
writing in the second language. Students in writing
classes reported less apprehension. The levels of
writing apprehension in English were found to be
lower than the levels of communication apprehension in English reported in earlier studies. (Author/MSE)

ED 280 284 FL 016 545

Strain, Jeris E

Strain, Jeris E

CC, Fries/Michigan Oral Approach Revisited.

Pub Date—2 Apr 36

Note—18p; Paper presented at a conference of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1-4, 1986).

Pub Type—Reports - Evaluative (142) — Collected Works - Proceedings (021) — Speeches/Meeting

Works - Proceedings (021) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Audiolingual Methods, Audiolingual Skills, Communication Skills, Comparative Analysis, Conference Proceedings, Educational History, Educational Theories, English (Second Language), "Intensive Language Courses, Learning Theories, Linguistic Theory, "Oral Language, Research Needs, Second Language Instruction, "Structural Linguistics, "Teaching Methods Identifiers—"Fries (C C), University of Michigan A symposium of language learning specialists reviewing C.C. Fries' Oral Approach to English language instruction developed and used at the English language instruction developed and used at the English language instruction developed and used at the English is summarized. The thesis of the symposium was that the basic Oral Approach concepts had and continue

to have a profound and far-reaching, though largely unacknowledged, effect on the teaching and learn-ing of English as a second language. Participants examined Fries' underlying assumptions, focused on the intensive course that has emerged at Michion the miessive course that has emerged at Michigan, and compared it with contemporary methodologies to identify the influence of the basic concepts. The Oral Approach has been extended in many directions, but has also been confused with concepts and points of view that are really antithetical to its bandsmeath, principles. More artensive americal fundamental principles. More extensive empirical analysis of the approach's effectiveness is recomied. (MSE)

ED 280 285 Bloor, Meriel Bloor, Thomas FL 016 546

Languages for Specific Purposes: Practice and Theory, CLCS Occasional Paper No. 19.
Trinity Coll., Dublin (Ireland). Centre for Language nication Studies

and Comp Pub Date-86

Note-39p. Pub Type— Information Analyses (070) EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MPHI-PC02 Plus Postage.
Descriptors—Cultural Awareness, Educational Needs, 'Educational Theories, 'English for Special Purposes, 'Languages for Special Purposes, Language Usage, Language Variation, Learning Theories, Linguistic Theory, Relevance (Education), Second Language Instruction, Student Motivation, Teacher Role, 'Teaching Methods A discussion of the practice and theory in the seaching of language for specific purposes (LSP) focuses on the ways in which the LSP experience, and especially experience in English for specific purposes (ESP), compels a new evaluation of certain theoretical positions in applied linguistics and second language learning. It concludes that: (1) the major problem in identifying the theoretical base of ESP stems from the confusion between a model of a theory of language and a model of a theory of ESP stems from the confusion between a model of a theory of language and a model of a theory of language learning; (2) the success of LSP may be accounted for only when it is understood that lin-guistic competence comes from language in use in specific situations; (3) LSP uses teaching strategies. specific situations; (3) LSP uses teaching strategies that are incompatible with certain theories of language learning; (4) language can be learned in a variety of ways, but the use of language is learned in appropriate contexts; and (5) in most cases, the teaching of language involves much more than providing the optimum circumstances for acquisition, and the teacher is also responsible for teaching assets of language methat must be taught even to pects of language use that must be taught even to native speakers: cultural conventions and the sys-tem and uses of literacy. Six pages of references are included. (MSE)

Rosseel, Eddy, Ed. Young Silva, Catherine, Ed. Creativity and Language Dynamics: 1-Creativity and Foreign Language Teaching, Proceedings of an AIMAV Seminar (11th, Brussels, Belgium, May 7-13, 1978).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Struc-

turo-globales, Ghent (Belgium). te-82

Note—224p.; The Seminar was organized with the cooperation of AIMAV, UNESCO, Yazigi Language Institute (Sao Paulo, Brazil), and the Uniity of Ghent

versity of Onent.
Language—English; French; Portuguese
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Andragogy, Audiovisual Aids, Child Language, Classroom Techniques, College Students, "Creativity, English (Second Language), Foreign Countries, Games, Higher Education, "Individual Development, Intensive Language Courses, Language Skills, Language Teachers, Literary Criticism, Literature Appreciation, Native Language Instruction, Preadolescents, Pronunciation Instruction, "Second Language Instruction, Second Language Instruction, Teacher Role, "Teaching Methods, Television, Textbook Pressaration

Preparation Identifiers—Brazil, Burundi, Zaire Papers in English, French, and Portuguese ad-Papers in Engine, Frence, and Portuguese ad-dress topics of creativity and its relationship to na-tive language instruction by television; conditions of language production at the moment of the emer-gence of creativity; comparison teaching; foreign language teachers; modern language instruction; psychological, pedagogical, and cultural perspec-tives; self-expression; the interplay of language and pleasure; literary reading; textbook construction and teacher preparation; English language learning by Brazilian preadolescents; learning Portuguese as a foreign language; French language learning in Zaire; renewal of English instruction in Burundi; andragogy; teaching articulation and the verbonal; coordinating audiovisual materials with the four language skills in an intensive English course; individual differences in pronunciation achievement; French language instruction to university students; classroom methods for language instruction; children's instruction; and foreign language literature instruction. (MSE)

FL 016 548

ED 280 287

Heald-Taylor, Gail

Whole Language Strategies for ESL Students.

Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0302-0

Pub Date-86

Pub Date—so Note—83p. Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, On-tario M58 IV6. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Class Activities, "Classroom Techniques, Communication Skills, Dictation, "English (Second Language), Evaluation Crierias, Foreign Countries, "Instructional Materials, Language Skills, Listening Skills, Oral Reading, Primary Education, Scheduling, Second Language Instruction, Teaching Guides, Teaching Methods, "Thematic Approach, Visual Aids, Writing Instruction, Young Children Identifiers—"Natural Approach (Languages), "Whole Language Approach

struction, Young Children
Identifiers—"Natural Approach
"Whole Language Approach
This handbook outlines learning strategies in language affor children in kindergarten to third
grade learning English as a second language (ESL).
They are designed for the Whole Language or Natural Approach. Although reading and writing are the
key language components emphasized, listening, speaking, drams, and visual arts activities have been
included. The key strategies highlighted are dictation, literature in language learning, process writing,
themes, and evaluation. An introductory section
gives an overview of the method and the strategies into
used. A section on the organization of strategies into used. A section on the organization of strategies into a classroom timetable follows. Separate sections outline activities using the different strategies, and for each activity, general information and implica-tions for ESL students are presented. Lists of trade and professional references are appended. (MSE)

Hadaway, Nancy L. Cukor-Avila, Patricia Composing in Two Languages: A Bilingual Child's

Response. Pub Date—Oct 86

Pub Date—Oct 86

Note—24p.; Paper presented at the Annual Meeting of the National Social Science Association (San Antonio, TX, October 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC01 Pins Postage.
Descriptors—\*Bilingualism, Bilingual Students, \*Child Language, \*Code Switching (Language). Cognitive Processes, Communication (Thought Transfer), Discourse Analysis, English, Grade 3, \*Interference (Language). Language, \*Interference (Language).

Transfer), Discourse Analysis, English, Grade 3, 
\*Interference (Language), Language Patterns, 
Language Usage, Language Variation, Primary 
Education, Spanish, \*Writing (Composition) 
Identifiers—\*Dialogue Journals 
A study of code-awitching in a group of 35 Spanish-English bilingual third-graders is reported. The 
students' diary journal entries and writing assignments based on previous classwork are examined. 
Retelling of stories previously told by the teacher Retelling of stories previously told by the teacher and the journal entries helped identify the kind of language used by students, the code-switching dif-ferences in oral versus written language, and the ferences in oral versus written language, and the relationship of code-switching to the type or purpose of the writing. The study found evidence of language variation in the form of language interference and code-switching. Samples of interference clearly demonstrate the students' occasional need to fall back on first-language competence to communicate a message. Code-switching instances suggest a difference between previously reported language mixing in speech and code-switching in writing. Written code-switching was limited to single lexical items or very short phrases. In addition, the purpose of the writing appeared to affect code-switching tendencies, with more code-switching appearing in free-writing journal entries than in assigned work. Implications of the findings for the classroom writ-ing environment are discussed. (MSE)

FL 016 550 English Teaching Profile: Sweden. British Council, London (England). English Language and Literature Div. Pub Date—Nov 86

Pub Date—Nov 86
Note—22p.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Creative Writing, Distance Education, Educational Administration, Elementary Secondary Education, \*English (Second Language), Foreign Countries, Immigrants, Information Sources, Instructional Materials, International Cooperation, Language Research, \*Language Role, \*Language Teachers, Post-secondary Education, Research Projects, \*Second Language Instruction, Teacher Characteristics, \*Teacher Education, Technical Assistance Identifiers—\*Sweden

\*Teacher Education, Technical Assistance Identifiers "Sweden A review of the status of English language instruction in Sweden begins with an overview of the role of English in the society in general. The status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher) is outlined, as well as the characteristics and training of English language instructional materials, educational administration and planning in relation to English teaching, the use of English outside the educational system, British and American support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main threat to English instruction in Sweden is the increasing complexity of the curriculum and limited time devoted to English language at all levels. Potential English teachers and college English majors are not required to spend time in an English-speaking country. The generally high English proficiency level in the country is attributed more to exposure. level in the country is attributed more to exposur to English in Sweden than to the school system success. (MSE)

English Teaching Profile: Hong Kong.

British Council, London (England). English Language and Literature Div.

Pub Date—Jul 86 FL 016 551

Pub Date—Jul 86
Note—15p.
Pub Type—Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Writing, Educational Administration, Elementary Secondary Education, "English (Second Language), Foreign Countries, Information Sources, Instructional Materials, Interestinated Conversion Interestical Relational Research Information Sources, Instructional Materials, International Cooperation, International Relations, Language of Instruction, Language Research, \*Language Robert Secondary Education, Research Projects, Second Language Instruction, Teacher Characteristics, \*Teacher Education, Technical Assistance Identifiers—"Hong Kong Perios with an overview of the status of English language instruction in Hene Kong begins with an overview of the

tion in Hong Kong begins with an overview of the role of English in the society in general, and outlines rote of English in the society in general, and outlines the status of English use and instruction in the edu-cational system at all levels (elementary, secondary, higher, vocational, adult, and teacher), the charac-teristics and training of English language instruc-tors, the type and availability of instructional materials, educational administration and planning in relation. tors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main strength of the English language teaching situation in Hong Kong is the colony's need to maintain its position as a cultural bridge between East and West. The second strength is found in the sophisticated level of trade, tourism, banking, and international commerce and the services attached to them which demand widespread daily use of English, creating a demand widespread daily use of English, creating a favorable language learning situation. The main problems are in the question of the medium of instruction at the junior secondary level, language teachers' professional standards, and the question of whether English should be taught at all in primary schools. (MSE) ED 280 291 FL 016 552

ED 280 291

English Teaching Profile: Canada.

British Council, London (England). English Language and Literature Div.

Pub Date—Oct 86

Note—13p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Educational Administration, Elementary Secondary Education, \*English (Second Language), Foreign Countries, Information Sources, Institutional Cooperation, Instructional Materials, International Cooperation, Language Research, \*Language Role, \*Language Teachers, Literature, Postsecondary Education, Research Projects, Second Language Instruction, Teacher Characteristics, \*Teacher Education, Technical Assistance Identifiers—"Canada A review of the status of English language instruc-

Identifiers—"Canada

A review of the status of English language instruction in Canada begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching. English outside the education a system, British and American support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The standards of English teaching in Canada have much in common with comparable institutions in Britain, resulting in much formal and informal exchange on the teaching of language and literature. However, erosion of the place of British interature and growth in the teaching of Canadian literature and growth in the teaching of Canadian literature and growth in the teaching of Language and language is found to have developed piecemeal as a result of changing demographic and political patterns, but it continues to rely on the less theoretical British approach to second language learning. The roles of the British Council and British expertise are seen as substantial. (MSE) A review of the status of English language instruc-

FL 016 553

ED 280 292

ED 280 292

FL 016 553

Teitelbaum, Herbert And Others

Changing Schools: The Language Minority Student In the Eighties.
Center for Applied Linguistics, Washington, D.C. Report No.—ISBN-0-87281-312-6

Pub Date—82

Note—57p; Out of print.
Pub Type—Guides · Non-Classroom (055)

EDRS Price · MFDI/PC03 Plus Postage.
Descriptors—\*Bilingual Education, Change Strategies, \*Compilance (Legal), Educational History, Elementary Secondary Education, English (Second Language), Evaluation Criteria, Evaluation Methods, Federal Legislation, Instructional Development, Instructional Materials, Language Arts, Language Teachers, \*Limited English Speaking, Minority Groups, \*Personnel Management, \*Program Design, School Districts, Second Language Instruction, \*Student Evaluation, Teacher Education, Technical Assistance Identifiers—\*Content Area Teaching, Education Assistance Project

A monograph for school district personnel and education agencies presents a comprehensive plan to address the legal and administrative complexities of implementation of services for language minority students, particularly in bilingual education programs. The first section sketches federal involvement in bilingual education and related programs and outlines some of the responses from local education agencies. The second section discusses issues faced by providers of technical assistance in overcoming resistance to change. It looks at introducing bilingual education into a district, voluntary and mandated change, technical assistance conters, and her role of the technical assistance provider. Section three outlines and examines substantive options for school districts in program design issues include discrete with kilingual education in the cacher training, and evaluation. Program design issues include discrete with kilingual education and related programs and outlines and examines substantive options for school districts in program design issues include discrete with kilingual education and related programs. the role of the technical assistance provider. Section three outlines and examines substantive options for school districts in program design, teacher training, and evaluation. Program design issues include district-wide bilingual education policy, program fragmentation, language arts instruction programs, entry and exit criteria, and content area instruction. entry and exit criteria, and content area instruction. Teacher and training issues include finding appro-priate bilingual and English-as-a-second-language staff, bilingual materials, and inservice training pro-gram design. Evaluation issues include the potential advantages and problems evaluation poses, types of

evaluation, creating effective evaluation, and data analysis and interpretation. (MSE)

FL 016 554

FLU 180 293
Graia, Maria And Others
Improving Your Language Learning: Strategies for
Peace Corps Volunteers.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Peace Corps, Washington, D.C.
Pub Date—87

Center for Applied Linguistics, Washington, D.C. Pub Date—87
Note—279.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF0L/PCQ2 Plus Pestage.
Descriptors—Cognitive Style, Communication Apprehension, Diaries, "Discovery Learning, Error Analysis (Language). Experiential Learning, "Independent Study, Individualized Instruction, "Intercultural Communication, Languages for Special Purposes, "Learning Strategies, Mnemonics, Second Language Learning, "Second Languages, Technical Assistance, Volunteers lidentifiers—Peace Corps
A handbook for Peace Corps volunteers gives ideas and suggestions for improving second language learning, Chapter one answers some of the most common questions about learning foreign language, including the best age and means for language, including the best age and sense for learning successful than others, and strategies for learning languages. Chapter two outlines basic strategies used by successful language learners to manage their learning, such as experimenting with the language, recognizing and learning from errors, evaluating progress, and self-encouragement. Ways to organize language learning, including setting goals, deciding on skills priorities, keeping a notebook, scheduling learning, and focusing attention, are the subjects of chapter three. Chapter four gives best publishing on how to retain vocabulary, grammar, and concepts in a new language. The fifth chapter covers strategies for learning with an instructor or by independent study, and the final chapter presents ways to continue learning the language in specific situations on the job. (Author/MSE)

ED 280 294 FL 016 555

ED 280 294

Book. Leon C.

FI. 016 555

Book. Leon C.

Forsign Language Information Clearinghouse: Final Report and Addendum.

Southeast Missouri State Univ., Cape Girardeau.

Spons Agency—Missouri Coordinating Board for Higher Education, Jefferson City.

Pub Date—30 Nov 86

Note—295p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MFDI/PC12 Plus Postage.

Descriptors—Agency Cooperation, "Clearing-houses, Consortia, Curriculum Development, Demography, Educational Improvement, Higher Education, Information Centers, Information Dissemination, "Inservice Teacher Education, Institutional Materials, "Language Teachers, Newsletters, Professional Associations, Questionnaires, "Regional Cooperation, Secondary Education, "Second Language Instruction, Staff Development, Statistical Data, Workshops

ation, Secondary Education, \*Second Language Instruction, Staff Development, Statistical Data, Workshops Identifiers—'Missouri (Southeast)

The final report of a state-funded project to improve instruction in critical foreign languages in the southeast quadrant of Missouri gives a detailed description of the project and its results. The project included establishment of a foreign language information clearinghouse to (1) collect demographic data about the breadth and depth of foreign language instruction in the region, (2) collect bibliographic data about the variety of instructional materials and curriculum development aids, and (3) conduct inservice workshops for small and large groups of teachers. In addition, it created a consortium including Southeast Missouri State University's designated 25-county service area, a university library, and a regional professional association. Appendices, the bulk of the report, include the proposal, FLIC (Foreign Language Information Clearinghouse) newsletters, survey and evaluation forms, and resource listing. A separate addendum contains further evaluative data on the project's results for participating educators and on the perceived value to clearinghouse patrons of the instructional materials collected in the course of the project. (MSE)

ED 280 295 FL 016-560

Arth. Thomas O.

Revision of the Basic and Intermediate English
Language Tests.

Air Force Human Resources Lab., Brooks AFB,
Tex. Manpower and Personnel Div.
Pub Date—Dec 86

Pub Date—Dec 86
Note—23p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Armed Forces, Comparative Analysis, Correlation, Difficulty Level, \*English (Second Language), Foreign Countries, \*Foreign Nationals, Government Employees, Language Proficiency, \*Language Tests, Multiple Choice Tests, Reading Tests, \*Test Construction, \*Test Items, Test Reliability, Test Validity, Writing Skills

skills

The process of revising and validating two English
Inguage tests used by the United States armed
forces in hiring foreign nationals overseas is deacribed. Development of the item banks and classification of items are outlined, and field testing in the
United States and overseas is described. The tests
were the basic and intermediate level language skills
measures. The basic-level test's format and content
were retained, but the number of items in each subiest was increased. The intermediate-level test was
revised to include multiple-choice subtests for reading, writing, and listening and an oral interview.
Pield testing consisted of administration of both the
original and the revised versions and comparison of
results. High correlations were found between the
revised tests and the original tests and other measures of validity. Use of the revised versions in place
of the originals is recommended. (MSE)

ED 280 296

ED 280 290
Catron, Jack
How to Speak Standard American English without
a Foreign Accent. Filipino Edition.
Pub Date—85
Note—55p.
Available from—Jade Publications, Box 5567, She Available from—Jade Publications, Box 5567, Sher-man Oaks, CA 91413 (\$39.95 including cassettes;

man Oaks, CA 91413 (\$39.95 including cassettes; \$29.95 for teachers).
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Articulation (Speech), Consonants, Diacritical Marking, \*English (Second Language), Error Patterns, \*Filipino Americans, Immigrants, Individual Instruction, \*North American English, \*Phomology, \*Pronucciation Instruction, \*Second Language Learning, Tagalog, Uncommonly Taught Languages, Vowels Identifiers—\*Accents
This transcript of and guide to a two-cassette

Identifiers—"Accents

This transcript of and guide to a two-cassette
course designed to assist Filipino immigrants in erasure of their foreign accents can be used for either
individual or group study. Narrative and taped denonstrations of American English that pinpoint typical phonological barriers and pronunciation
difficulties are outlined. The author's own system of
pronunciation symbols is used. (MSE)

ED 280 297

FL 016 562

Catran, Jack
How to Speak Standard American English without
a Foreign Accent, French Edition.
Pub Date:—36

Note—58p.

Available from—Jade Publications, Box 5567, Sherman Oaks, CA 91413 (\$39.95 including cassettes;

man Outs, CA 1413 (339.99 including cassetter \$29.95 for teachers).
Pub Type— Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Articulation (Speech), Consonants, Discritical Marking, "English (Second Language), Error Patterns, French, Immigrants, Individual Instruction, "North American English, "Phonology, "Pronunciation Instruction, "Second Language Learning, Vowels Identifiers—"Accents
This transcript of and guide to a two-cassette course designed to assist French-speaking immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 298

FL 016 563

Cairon, Jack
How to Speak Standard American English without
a Foreign Accent. New York Edition.
Pub Date—85
Note—58p.
Available from—Jade Publications, Box 5567, Sherman Oaks, CA 91413 (339.95 including cassettes;
329.95 for teachers).
Pub Type—Guides—Classroom—Learner (051)—
Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Articulation—(Speech)

able from EDRS.

Descriptors—Articulation (Speech), Consonants,
Diacritical Marking, Error Patterns, Individual
Instruction, Nonstandard Dialects, \*North
American English, \*Phonology, \*Pronunciation
Instruction, \*Regional Dialects, Urban Language,

Vowels

Identifiers—Accents, \*English (New York City),

\*New York (New York Metropolitan Area)

This transcript of and guide to a two-cassette
course designed to assist New Yorkers in erasure of
their accents can be used for either individual or
group study. Narrative and taped demonstrations of
Standard American English that pinpoint typical
phonological barriers and pronunciation difficulties
are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 299

FL 016 564

FL 016 50
Catran, Jack
How to Speak Standard American English without
a Foreign Account, German Edition.
Pub Date—86

Note—58p. Available from

Pub Date—86
Note—580.
Available from—Jade Publications, Box 5567, Sherman Oaks, CA 91413 (\$39.95 including cassettes; 329.95 for teachers).
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage, PC Not Available free EDRS.
Descriptors—Articulation (Speech), Consonants, Discritical Marking, \*English (Second Language), Error Patterns, German, Immigrants, Individual Instruction, \*North American English, \*Phonology, \*Pronunciation Instruction, \*Second Language Learning, Voweis Identifiers—Accents
This transcript of and guide to a two-cassette course designed to assist German immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation cal phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 300

FL 016 565

Catran, Jack
How to Speak Standard American English without
a Foreign Accent. Vietnamese Edition.
Pub Date—86

Note—57p. Available fromwailable from—Jade Publications, Box 5567, Sher-man Oaks, CA 91413 (\$39.95 including cassettes;

man Oaks, CA 91413 (\$39.95 including cassettes; \$29.95 for teachers).

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Pries - MP01 Plus Postage, PC Net Available from EDRS,

Descriptora—Articulation (Speech), Consonants,

Diacritical Marking, \*English (Second Language), Error Patterns, Immigrants, Individual Instruction, \*North American English, \*Phonology,

\*\*Pronunciation Instruction, \*Second Language Learning, Uncommonly Taught Languages, Vietnamese, Vowels

Identifers.\*\*\*Accessits

namese, Vowels
Identifiers—\*Accents
This transcript of and guide to a two-cassette course designed to assist Vietnamese immigrants in erasure of their foreign accents can be used for extended their foreign accents can be used for extended to the can be used for extended to the can be used to the can be used for extended to the can be used to the can erasure of their foreign accents can be used for ex-their individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation dif-ficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

FL 016 566

Abbott, Frank C., Ed.
Laternational Programs and Centers for Instru-tion, Research and Public Service in the Wester States (Including Instruction in Less Commo

Western Interstate Commission for Higher Educa-tion, Boulder, Colo. Report No.—2A155

Report No.—2A12-Pub Date—Apr 86 Note—949. Pub Type— Reference Materials - Directories/Cat-Pub Type— Reference Materials - Directories/Cat-

Report No.—24.15
Pub Date—Apt 36
Note—94p.
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Area Studies, "College Second Language Programs, Geographic Distribution, Higher Education, International Relations, "International Trade, Research and Development Centers, Resource Materials, "Uncommonly Taught Languages Identifiers—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, Newada, New Mexico, North Dakota, Oregon, South Dakota, "United States (West), Utah, Washington, Wyoming Programs of education and research on international endocated in the western states are listed in an annotated directory. The units are of varying types and include informal interdepartmental committees within academic institutions, well-established centers, major institutions, well-established centers, major institutions, well-established centers, major institutions but funded or directed by government agencies. All units are focused on education, research, or public service oriented to other nations, and do not include traditional studies and centers not otherwise classified, East Asia, South and Southeast Asia, Middle East, Africa, Latin America, Canada, Western Europe, Soviet Union and Eastern Europe, and programs in less commonly taught languages in two- and four-year colleges and universities, presented by state and institution and by languages in two- and four-year colleges and universities, presented by state and institution and by languages in two- and four-year colleges and universities, presented by state and institution and by languages in two- and four-year colleges and universities, presented by state and institution and by languages in two- and four-year colleges and centers not other hasha, California, Colorado, Hawaii, Idabo, Montana, Nebraska, New Mexico, Newada, North Dakota, Orep

ED 280 302

FL 016 567

Anderson, S. J. And Others

Age of Second Language Acquisition and Hemispheric Asymmetry—Evidence from Evoked Potentials.

Pub Date

Pub Date—85

Note—46p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adolescents, Afrikaans, \*Age Differences, \*Brain Hemisphere Functions, Children, Comparative Analysis, Correlation, Infants, \*Lateral Dominance, Neurolinguistics, \*Neurological Organization, Perceptual Development, \*Second Language Learning, Uncommonly Taught Languages.

guages
Identifiers—\*Evoked Brain Potentials
A study of differential brain hemisphere involvement in second language acquisition is reported.
The study examined the idea that the right hemisphere involvement in the study examined the later the The study examined the idea that the right hemisphere is progressively more involved the later the second language is acquired. Various techniques for monitoring hemispheric functioning are described, especially the Evoked Potential (EP) technique. In this experiment, EPs in response to unilateral visual presentation of words in two languages were recorded in three groups of individuals, categorized according to the age at which they acquired the second language (infancy, childhood, and adolescence). The results did not support the popular notion of progressively greater right hemisphere involvement. (Author/MSE)

ED 280 303

FL 016 568

Huriey, Jos om Techniques for Teaching Oral Profi-

Classroom Techniques for Teaching Oral Profi-ciency.

Pub Date—24 Oct 86

Note—14p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Class Activities, \*Classroom Tech-niques, Communicative Competence (Lan-guages), \*Course Organization, Curriculum Development, \*Educational Objectives, \*Lan-guage Proficiency, Oral Language, Second Lan-guage Instruction, Small Group Instruction, Spanish, \*Speech Skills, Test Items, Vocabulary Development

Second language classroom techniques and activi-ties promoting oral proficency are suggested and discussed. The suggestions are based on a course organization that focuses on basic communicative goals and uses frequent conversation between paired students. The activities include retelling part-ner responses and situational role-playing. Ap-proaches to integrating topics such as numbers, grammatical points, and vocabulary into the profi-ciency-based course design are discussed, and test techniques and items are also suggested. (MSE)

EAJ 280 304 FL 016 569

Tery, Robert M.

En peril. Un jew de vocabulaire et de counzinsance generale — Jeopardy. A Game of Vocabulary and General Knowledge.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—86

NOS—212

guages, Hastings-on-Hudson, N.Y.
Pub Date—86
Note—21p.
Language—French; English
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classification, Competition, \*Cultural Awareness, \*French, \*Games, Group Dynamics, Knowledge Level, Learning Activities, \*Questioning Techniques, Second Language Instruction, \*Vocabulary Development
"En peril," a variation of the television game show "Jeopardy," is a team or individual quiz game designed for use in the French language classroom.
The game calls for a knowledge of thematic or topical vocabulary, drills a wide range of interrogative constructions, tests general knowledge and cultural information about the target country or countries, and involves friendly competition among students. An introductory section describes the game's rules and makes suggestions for classroom use. A list of suggested categories, point value items, and key vocabulary and a game board are included. (MSE)

FL 016 570

Terry, Robert M.
A Table! (At the Table).
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
Pub Date—86
Note—118.

Pub Date—86
Note—11p.
Language—French
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Vocabulary, Cultural Awareness, "Cultural Context, Cultural Education, "Eating Habits, "Food, Foreign Countries, "French, Instructional Materials, Second Language Instruction, Social Behavior, Teaching Guides

A review of French dining habits and table man-ners outlines: elements of the place setting, courte-sies used at the table, serving conventions, restaurant tipping, the size and content of the differ-ent meals of the day, subtle differences in common foods, restaurant types, menu types, general wine and cheese choices, waiter-client communication, and common food and drink terms in glossary form.

ED 280 306

int, Cliffo

Ontons. C.II/1078 J.
The Dance of Spalin: Classical Folkloric Flamenco.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
Pub Date—85

Pub Date—85
Note—35p.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02\_Plus Postage.
Descriptors—Answer Keys, "Cultural Awareness,
Cultural Education, "Dance, "Folk Culture, Foreign Countries, Instructional Materials, "Language Tests, Second Language Instruction,
"Spanish Culture, Vocabulary
Identifiers—"Spain

\*Spanish Culture, Vocabulary
Identifiers—\*Spain
A text on the classical and folk dance of Spain
includes a pretest, provided in both English and
Spanish; text about the dance in general and the
dance of Spain, both classical and folkloric; tests on
the text, in both English and Spanish; more specific
readings about the traditions of flamenco, castanets,
and "el jaleo"; a glossary of flamenco terms; two
different forms of a test on the flamenco readings,
in English and Spanish versions; answer keys; and
a bibliography. (MSE)

ED 280 307

FL 016 572

Prochlick, Jurgen
Automobile License Plate Symbols: An Approach
to Foreign Language Learning,
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
Application of the Council of the Counci

guages, Hastings-on-Hudson, N. I.
Pub Date—85
Note—20p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—\*Abbreviations, Classroom - Techniques, \*Cultural Awareness, Cultural Enrichment, \*Foreign Countries, \*Geography, Instructional Materials, Pronunciation Instruction, \*Regional Characteristics, \*Second Language Instruction
Identifiers—Austria, East Germany, France, \*License Plates, Spain, Switzerland, West Germany
A guide to the use of foreign license plates and car
markings in foreign language instruction gives suggestions for introducing license plates as a source of
cultural, historical, and geographic information and
lists the automobile license plates as a source of
cultural, historical, and geographic information and
lists the automobile license plate symbols (alphabetic and numerical) of Austria, France, East and
West Germany, Spain, and Switzerland and the international automobile identification abbreviations
for 83 countries around the world. Maps of some of
the countries, showing regional or political boundaries, are also included. (MSE)

aries, are also included. (MSE)

ED 280 308

FL 016 573

Sobelman, Chih-ping Chang And Others

Studies of Chinese Language Structures.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 82

Note—369p; Document contains small type.

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052)

EDRS Price - MP01/PC15 Plus Postage.

Descriptors—"Chinese, Deep Structure, Discourse
Analysis, Form Classes (Language), "Grammar,

"Language Patterns, "Language Usage, "Morphology (Languages), "Bructure, Second
Language Instruction, Structural Analysis (Linguistics), Surface Structure, Syntax, Uncommonly
Taught Languages

Fifty-five structures of the Chinese language are discussed for the use of teachers, linguists, and advanced students of Chinese. Each structure is listed by its major structural element(s), its grammatical element(s), or a combination of the two. The examination of each structure consists of an analysis of the form (formal features and/or variant forms), examiles in Chinese with the English translation and form (formal features and/or variant forms), examples in Chinese with the English translation, and notes on usage (formal properties, behavior, and meaning). In some cases, structures are contrasted for clarification. (MSE)

ED 280 309 FL 016 574

RELY 200 309 FL 0.16 5.74
Applications of Oral Proficiency Testing to Foreign Language. Instruction.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—[87]

Pub Date-[87]

manities (NFAH), Washington, D.C.
Pub Date—[87]
Note—30p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—Audiolingual Skills, Class Activities,
Classroom Techniques, Communicative Competence (Languages), French, German, "Instructional Materials, "Language Proficiency,
"Language Tests, "Material Development, "Media Adaptation, Oral Language, Second Language
Instruction, Skill Development, Spanish, Teaching Guides, Tenses (Gramman), "First Use, Verbal
Tests, Vocabulary Development
A guide to the adaptation of oral proficiency testing for classroom language instruction contains excerpts of projects by participants in an American
Council on the Teaching of Foreign Languages
(ACIFL) workshop. The excerpts are examples of
proficiency based curricula and materials designed
to personalize instruction and communicative practice. They include: proficiency guidelines for two
levels of French instruction; vocabulary and questions developed for a unit on families and profesions (French instruction; vocabulary and questions developed for a unit on families and profesions (French instruction; vocabulary and questions developed for a unit on families and profesions (French instruction; vocabulary and questions ferench drills focusing on students' personal levels of French instruction; vocabulary and ques-tions developed for a unit on families and profes-sions (French); drills focusing on students' personal experiences and activities (German); a list of first-year German functions and content based on ACTFL proficiency guidelines; an exercise in narra-tion in past tense (Spanish); and role-play situations useful for a variety of languages. (MSE)

ED 280 310

FL 016 575
Wing, Barbara H. Mayewski, Sandi F.
Oral Proficiency Testing in College-Level Foreign
Language Programs. A Handbook for Foreign
Language Departments.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Sep 84
Grant—G008201400
Note—36p.
Pub Type—Information Analyses (070) — Guides
Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, \*College Second Language Programs, Communication Skills,
Curriculum Development, Departments, Evaluation Methods, Feasibility Studies, Higher Education, \*Language Proficiency, Language Skills,
\*Language Tests, \*Rating Scales, Second Language Instruction, Teaching Guides, \*Test Use,
Verbal Tests
Identifiers—American Council on the Teaching of
Foreign Langus, Educational Testing Service, In-

guage Instruction, Teaching Guides, \*Test Use, Verbal Tests Verbal Tests (Portal Tests) Identifiers—American Council on the Teaching of Foreign Langs, Educational Testing Service, Interagency Language Roundtable, \*Oral Proficiency Testing A handbook designed to acquaint college and university language departments with recent developments in oral proficiency evaluation. The discussion is placed in the context of college and university language teaching. An overview section defines oral proficiency evaluation. The discussion is placed in the context of college and university language teaching. An overview section defines oral proficiency esting, looks at its importance in the academic setting, and outlines recent developments. A second section describes the oral proficiency evaluation process as outlined by the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS). The third section describes the academic uses of the ACTFL/ETS process, and the fourth section discusses the process' implications for curriculum development, specific courses, teaching techniques, and testing the other skills. The handbook also reports the results of a study concerning the feasibility of incorporating oral proficiency testing in college-level foreign language. nandook also reports the results of a study con-cerning the feasibility of incorporating oral profi-ciency testing in college-level foreign language courses. The oral proficiency scales developed by the Interagency Language Roundtable and by ACTFL/ETS are appended. (MSE)

ED 280 311 FL 016 576

ED 280 311 FL 016 5/6
Williams, Gregory
The D-E Work Orientation Pilot Program in
Phanat Nikhom.
Pub Date—86
Note—7p.
Journal Cit—Passage; v2 n3 p6-9 Win 1986
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)

Articles (USU)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Acculturation, Adjustment (to Environment), Adult Students, Advanced Students, Cultural Awareness, Foreign Countries, Immigrants, Job Search Methods, \*Job Skills, Language Proficiency, \*On the Job Training, \*Refugees, Simulation, Skill Development, Student Needs, \*Vocational Adjustment, Vocational Education Identifiers—\*Phanat Nikhom Refugee Camp (Thai-

land)
The D-E Work Orientation Program at the Phanat Nikhom Refugee Camp is designed to prepare upper-level (D and E) students to enter and succeed in the American workplace. This preparation is especially important for these refugees since they are more likely than the lower-level students to get jobs during their first few months in the United States. They have greater language proficiency, tend to learn more quickly, and in other ways have more potential to succeed. However, none of these characteristics guarantees that they also have cross-cultural understanding or familiarity with appropriate behavior and language in the American workplace. The program provides 100 hours of preparation in these areas, enabling them to make the most effective use of their skills in the United States. The work orientation program includes daily instruction in orientation program includes daily instruction in math and English and provides on-the-job training simulations. The simulations are offered for electronic assembly, sewing factory, woodworking shop, restaurant, and silk-screening work. A con-cluding segment addresses refugee perceptions and management of on-the-job relationships. (MSE)

ED 280 312 FL 016 57 Ringdahl, Sally And Others
"Thank You for Working With Me": Experiment in Cooperative Learning.
Pub Date—86 FL 016 577

Cooperative Learning.
Pub Date—86
Note—7p.
Journal Cit—Passage; v2 n3 p26-29 Win 1986
Note—7p.
Journal Cit—Passage; v2 n3 p26-29 Win 1986
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Accountability, Cooperation, Cooperative Planning, Educational Strategies, English
(Second Language), Foreign Countries, Group
Dynamics, \*Interpersonal Competence, Learning
Processes, \*Limited English Speaking, \*Refugees,
Skill Development, Social Behavior, \*Social Integration, Student Needs, \*Teamwork
Identifiers—\*Cooperative Learning, Philippine
Refugee Processing Center
Cooperative Learning is a teaching methodology
based on the belief that learning increases as students develop cooperative kills. A recent experiment with cooperative learning at the Philippine
Refugee Processing Center indicates that it can be
used effectively with low-level learners of English as
a second language to foster both language learning
and positive social skills. The approach focuses on
development of three characteristics: positive interdependence, individual accountability, and social
akills related to small-group interaction. These characteristics of cooperative learning are incorporated
into familiar language-learning activities. Teachers
make a commitment to the belief that each student into familiar language-learning activities. Teachers make a commitment to the belief that each student make a communent to the object that each student can learn by interacting with peers. The benefits of the approach are substantial and include increased student participation and confidence, positive social behavior, and acceptance of responsibility. (MSE)

ED 280 313 FL 016 578 Webster, Marian Belmont, Susan
Easing the Transition: Teaching Migrants in the
Orderly Departure Program.
Pub Date—86

Note—9p.

Journal Cit—Passage; v2 n3 p46-51 Win 1986
Pub Type— Reports - Descriptive (141) — Journal
Articles (080)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Acculturation, Coping, Cultural
Awareness, "Culture Conflict, Foreign Countries,
Goal Orientation, "Immigrants, Problem Solving,
Descriptors Design, Program Effectiveness," Ref. Program Design, Program Effectiveness, \*Refu-gees, Social Integration, \*Stress Management, Uncommonly Taught Languages, Vietnamese People Identifiers—\*Orderly Departure Program (Thai-

Identifiers—"Orderly Departure Program (Thai-land)
Immigrants leaving Vietnam through the Orderly
Departure Program in Bangkok, Thailand, experience stress and difficulties very different from those
endured by refugees fleeing by land or boat. The
cultural orientation program addresses their needs
to assimilate their loss, gain equilibrium, and get
resettlement guidance and information. These refugees fall into two groups; those who will go directly
controlled to the program of gees fall into two groups: those who will go directly to the United States and those who go to the Philipto the United States and those who go to the Philip-pines for a 5-month refugee training program. The first group receives 9-12 hours of preparation, in which participants discuss their hopes and feelings, examine their expectations of Americans, look at cultural differences, study the cost of living and em-ployment in the United States, prepare for new ex-periences such as the airplane flight and being new in school, discuss family and community life, learn where the United States is, and talk about culture shock. The second group participates in a 2- to 4-hour orientation session regarding the trip to and life in the Philippines center and on resettlement iffe in the Philippines center and on resettlement issues. Separate classes are provided for unaccompanied Amerasian minors, focusing on feelings and the experiences ahead. Staffing issues include resolution of intercultural stresses as well as working closely together to help anxious participants cope with stressful situations. (MSE)

Barcinas, Susan Jane Gozar, Maria Dolores

Dramatization as a Teaching Technique in Work

Orientation.

Pub Date-86

Pub Date—80 Note—7p. Journal Cit—Passage; v2 n3 p54-57 Win 1986 Pub Type— Reports - Descriptive (141) — Journal Articles (080) EDRS Price - MF01/PC01 Plus Postage.

ED 280 315

Refuge Materials Center Bibliography. Revised Edition.

Department of Education, Kansas City, Mo. Regional Office 7.

Pub Dato—30 Nov 86

Note—238p.; For the previous edition, see ED 253 616.

Pub Type- Reference Materials - Bibliographies

(131)

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Arabs, Cambodians, Cross Cultural Training, Daily Living Skills, 'English (Second Language), "Ethnic Groups, Haitians, Immigrants, "Instructional Materials, Language Skills, Laotians, Limited English Speaking, "Refugees, "Resource Materials, Second Language Instruction, "Social Integration, Spanish Speaking, Textbooks, Vietnamese People, Vocational Education Identifiers—Afghans, Armenians, Asians, Chinese People, Ethiopians, Iranians, Koreans, Polish People, Rumanians, Russians, Thai People Abibliography of materials to assist in the education and resettlement of refugees in the United States contains listings of textbooks for English instruction, other curricular materials, and supplementary materials for teaching Vietnamese, Cambodians, Laotians, Chinese, Russians, Spanish-speakers, Iranians, Poles, Thais, Ethiopians, Afghanis, Rumanians, Koreans, Haitians, Armenians, and At.-bic-speakers; general information concerning Asians; and materials for cross-cultural education. The citations include information on the source, cost, and intended audience. Source addresses are also provided. (MSE)

FL 016 581 ED 280 316

Wallace, David L.
Dialogue Journals: A Tool for ESL Teaching.
Pub Date—[87]

Pub Date—[87]
Note—146,
Note—146,
Pub Type— Information Analyses (070) — Reports

Evaluative (142)

EDRS Price - MF91/PO91 Plus Pestage.
Descriptors—Classroom Techniques, "Communication Stills, "Dislogs (Language), Educational Research, Elementary Secondary Education, 'English (Second Language), Grammar, "interpersonal Communication, Learning Activities, Second Language Instruction, Student Role, Syctax, Teacher Role, "Teacher Student Relationablin, Vocabulary Development, Writing

tax, Teacher Role, "Teacher Student Relationable, Vocabulary Development, Writing Improvement, "Writing Skills Identifiers—"Dialogue Journals Dialogue journal writing is a communicative language technique that can be used effectively in the English-as-a-econd-language (ESL) classroom. In this approach, the teacher responds in writing to each journal entry by the student. It is a low-conviction-fluency activity that is relatively easy to initiate and can provide an important bridge to the adult, English-discourse community. Student acquisition of writing skills under controlled conditions with individual attention is fostered. The technique can be used daily for intensive student/teacher interaction or less frequently for specific focus. Journal entries can be limited to class topics or include any issue of interest to the student. While the jour-

nals do not emphasize learning discrete language skills, they do teach vocabulary, grammar, and syn-tax, and the teacher's entries provide much compre-hensible input. The method also de-emphasizes traditional student and teacher roles, since commumication is the priority. In recent years there have been significant research findings supporting the use of dialogue journals as a teaching method for ESL students. (MSE)

ED 280 317 FL 016 582 ELJ 200 317

Comparative Reading Comprehension Skills of Grade 4 and 7 Students in a Chicago Mastery Learning Program, 1985-86 (A Supplement to the Longitudinal Study of the Grade 5 Cobort). York Region Board of Education, Aurora (Ontario). Pub Date—May 86

Note—7p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Rating, Comparative
Analysis, Correlation, Elementary Education, Experimental Programs, Foreign Countries, Grade
4, Grade 7, Junior High Schools, Longitudinal
Studies, \*Mastery Learning, \*Program Effectiveness, \*Reading Comprehension, Reading Tests,
Statistical Analysis
Identifiers—\*Chicago Mastery Learning Reading
Program

A study of one grade cohort of students taught in a Chicago Mastery Learning Reading (CMLR) Pro-gram was extended to two additional cohorts, one gram was extended to two additional cohorts, one older and one younger than the original group but who were taught using the same method. The students' reading comprehension test scores were compared with those of students in other schools, not taught by the CMLR method. The findings were similar to those for the original group, showing the younger students' performance to be slightly lower than the control group's and the older students' to be higher than national, regional, and control group norms. The apparent inconsistency of program results across years suggests that any CMLR program impact should be looked for by other means. (MSE)

ED 280 318 FL 016 583

Billy, Line Bitty, Line
La notion de besoin: synthese didactique (The
Concept of Language Needs: A Synthesis for
Teaching).
Laval Univ., Quebec (Quebec). International Center for Research on Bitingualism.
Pub Date—86

Note-272p.

Note—272p.
Language—French
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC11 Plus Pestage.
Descriptors—Comparative Analysis, Educational
Assesament, "Educational Needs, Educational
Research, Educational Responsibility, Foreign
Countries, "Language Research, Learning Theories, "Linguistic Theory, "Research Methodology, Second Language Instruction, "Student
Needs
Identifiers—"Europe, "North America

Identifiers-\*Europe, \*North America

A review of work on the concept of language needs and on analytical models useful for study of modern language instruction brings together psycho-educational and technical perspectives. The concept of need is examined, and the most common theoretical models of language needs and need models in an institutional context are outlined. The study of language needs in America and Europe is reviewed as background for similar research in Quebec, and variables and considerations in needs research to date are discussed in this contery. Five forms of need (sociopolitical, communicative, psychological, pedagogical, and technical) are distinguished. The incorporation of the concept of need in language instruction is a recognition of the sociopolitical realities of education and forces theoreticians and practitioners to evaluate the possibilities and the limits of school-based instruction, and requires educators to come to terms with each kind of need. (MSE)

FL 016 584

Grockhoff, Claude

Le role du recit dans l'apprentissage des langues etrangeres (The Role of Narrative in the Learning of Foreign Languages).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

Pub Date—81

Note—181n

Language—French
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Age Differences, Classroom Techniques, Communication Skills, \*Cultural Context, Cultural Influences, Difficulty Level, Discourse Analysis, Expressive Language, Foreign Countries, Instructional Materials, Language Usage, \*Literary Criticism, \*Media Selection, \*Narration, \*Second Language Instruction, Content of the Countries of the C

age, "Literary Criticism," Metus Setection, "Natration, "Second Language Instruction, Stereotypes, "Story Telling A discussion of the types and uses of stories in second language instruction argues that the inclination to narrate is an omnipresent human phenomenon, whether attributed to nature or to culture. The non, whether attributed to nature or to culture. The story is a means of self-expression and communica-tion that describes different forms of narrative, both literary and nonliterary. The uses and benefits of stories in second language instruction at different levels and for various ages of students are examined. (MSE)

FL 016 585

FL 016 585

Nasr, Raja T., Ed. And Others

Freigh Language Teaching and Cultural Identity.

Association Internationale pour la Recherche et la

Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

Pub Date—82

Notes 1482

Note—143p.
Language—Portuguese; English; French
Pub Type— Reports - Evaluative (142) — Collected
Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Avail-

Works - Generai (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—African Culture, Bilingualism, Children, Comparative Education, Cultural Awareness, "Cultural Background, "Developing Nations, Educational Needs, English (Second Language), "Ethnicity, Foreign Countries, "Identification (Paychology), Language Attitudes, Primary Education, "Second Language Instruction, "Student Needs, Textbook Preparation Identifiers—Africa, Arab States, Brazil, Sri Lanks A collection of works on the role of cultural identity in second language learning and teaching includes: "Linguas estrangeiras e ideologia" (Roberto Ballalai): "Cultural Identity and Bilinguality" (Josiane F. Hamers, Michel Blanc); "Foreign Language Teaching and Cultural Identity" (Latshmie K. Cumaranatunge); "Ensino de linguas estrangeiras e identidade cultural" (Ligia Fonseca Ferreira); "Escignement des languaes vivantes et identite culturelle" (Ngabira Me-Biraboneye); "Foreign Language Teaching in the Arab World" (Raja T. Nast); "The English Language and the African Culture" (Segun Odunuaga); "Needs, Cultural Identity and Foreign Language Teaching in the Arab World" (Raja T. Nast); "The English Language and the African Culture" (Segun Odunuaga); "Needs, Cultural Identity and Foreign Language Teaching in the Third World—The Case of Brazil" (Lynn Mario T. Menezes de Souza); "Problemes d'enseignement des langues dans les pays en developpement" (Z. Zachariev); and "A interferencia da industria da cultura no ensino de linguas" (Zelio). (MSE)

## HE

ED 280 321 HE 020 132 Wilson, Reginald
Recruitment & Retention of Minority Faculty and

Pub Date-Feb 87

Note—5p.
Available from—American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
Journal Cit—AAHE Bulletin; p11-14 Feb 1987
Pub Type—Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, Black Teachers, "College Faculty, "Employment Opportunities, Employment Practices, Faculty College Relation, Higher Education, Hispanic Americans, "Minority Groups, "Minority Groups, "Minority Group Teachers, Personnel Policy, "School Personnel, Teacher Employment, "Teacher Recruitment, Tenure Affirmative action issues in selecting and retain— Affirmative action issues in selecting and retain-ing minority faculty and college staff are discussed.

Historical and political developments affecting job openings for minorities are briefly reviewed, along with demographic trends concerning the number of minorities of college-going age and their rate of college attendance. Myths about affirmative action are addressed, including the myth that minorities with terminal degrees are not available; that minority women are "prime hires" because they represent two "protected groups"; and that minority science and engineering Ph.D.s are rare and can command top salaries. Issues and suggestions concerning recruiting minority college staff are considered, including: the college president should clearly articulate commitment to affirmative action officer should report to the president; budget allocations to college divisions should be partially formulated on the basis of the attainment of affirmative action goals; affirmative action officers should meet with each search committee before the acreening process begins; and institutions could aggressively recruit minority doctoral students in disciplines where they are grossly underrepresented and then hire them as a junior faculty upon completion of their studies. Perspectives on minority staff retention are also addressed. (SW)

HE 020 133

ED 280 322 HE 020 133 Sudarkass, Niara Affirmative Action or Affirmation of the Status Quo? Black Faculty and Administrators in Higher Education. Pub Date—Feb 87 Note—5p. Available from—American Association of Higher Education, One Dupont Circle, Suite 600, Wash-ington, DC 20036. Journal Cit — AAHE Bulletin: p3-6 Feb 1987

rnal Cit—AAHE Bulletin; p3-6 Feb 1987 Type— Journal Articles (080) — Opinion Pa-

Education, One Dupont Circle, Suite 600, Washington, DC 20036.

Journal Cit—AAHE Bulletin; p3-6 Feb 1987

Pub Type— Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Administrators, "Affirmative Action, "Black Teachers, "College Faculty, Doctoral Degrees, Employment Practices, Evaluation Criteria, Faculty College Relationship, Faculty Promotion, Graduate Study, Higher Education, "Minority Groups, "Personnel Policy, Public Service, Racial Discrimination, Scholarship, Teacher Recruitment, Tenure Views on outcomes of affirmative action policy for U.S. higher education, areas of conflict, and changes that might promote affirmative action in college hiring and admissions has resulted in a small proportion of the opportunities made available to black Americans over the past two decades. But for the country as a whole, the majority of blacks who are hired, and who enroll in school, do so without special or preferential treatment and in spite of discrimination. Statistics show that in 1981 black faculty comprised 4.2% of the total higher education faculty, while black administrators comprised 6.8%. Most of these black staff are employed in predominantly or traditionally black institutions, once black staff enter the predominantly white institutions, they face many overt and hidden obstacles to advancement. One issue is that blacks often are heavily involved in service activities that are not rewarded professionally. The following changes are needed: reducing the attrition rates for black streams in the system, preserving traditionally black institutions, and increasing the number of black Ph.D.s. (SW)

ED 280 323 HE 020 138

Wright, Peter H. DeVore, Paul W.
A Plan to Diffuse Instructional Materials for Use by Transportation Educators.
West Virginis Univ., Morgantown. Technology Ed-

ucation Program.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.

Pub Date—Jan 86 Note—80p.; For related documents, see HE 020 139-144.

139-144.

Available from—West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC04 Plas Pestage.

Descriptors—Adoption (Ideas), Change Agents, College Faculty, Diffusion (Communication), Educational Planning, "Engineering Education, Evaluation Criteria, Higher Education, Innovation, "Instructional Materials, "Linking Agents, Material Development, "Public Administration

Education, Public Facilities, Research Utilization, Technology Transfer, Theory Practice Relationahip, "Transportation, "Urban Planning
A plan to diffuse instructional modules for the preparation of transportation professionals is presented, based on research and demonstration projects sponsored by the Urban Mass Transportation Administration (UMTA). The diffusion/adoption plan involves: developing instructional modules; disseminating the modules to professors teaching transportation courses at the college level; promoting the use and adoption of the modules, and evaluating and revising the plan. Transportation educators teach in a variety of disciplines (e.g., engineering, public administration, urban planning, and technology). Eight design and evaluation criteria for the instructional modules are listed, along with the procedures used by West Virginia University in developing the five instructional modules. The diffusion strategy involves repackaging UMTA research findings, change agents, and the use of information channels (e.g. television/radio, periodicals, direct mail). Adoption tactics include direct contact and conferences/workshops. Appendices include: a flow chart of the plan, a summary of diffusion research, and lists of relevant professional associations and periodicals. (SW)

ED 280 324

HE 020 139

DeVore, Paul W.

Design and Development of Instructional Modules
for Transportation Education and Development
and Evaluation of Diffusion and Adoption Plan. Final Report. West Virginia Univ., Morgantown. Technology Ed-

West Virginia Univ., Morgantown. Technology Education Program.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Pub Date—Nov 86

Note—41p.; For related documents, see HE 020

Available from—West Virginia University, Trans-portation Education Project, 2945 University Av-enue, Morgantown, WV 26506.

portation Education Project, 2945 University Avenue, Morgantown, WV 26506.
Pub Type— Reports — Descriptive (141) — Tests Questionnaires (160)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Adoption (Ideas), College Faculty, Diffusion (Communication), Engineering Education, Evaluation Criteria, Field Tests, Higher Education, Innovation, "Instructional Materials, Linking Agents, Material Development, "Public Administration Education, Public Facilities, Questionnaires, Research Utilization, "Technology Transfer, Theory Practice Relationship, "Transportation, "Urban Planning The background and objectives of the 1985-1986 Transportation Education Project of the Urban Mass Transportation Agency (UMTA) are discussed, along with project activities. The project was undertaken to transfer knowledge gained from federally-sponsored research and demonstrations to transit systems and to include the knowledge in college courses that deal with public transportation. In 1983 UMTA funded West Virginia University to develop instructional modules based on UMTA innovations in three areas: paratransit, market segmentation planning, and transportation boxerage. develop instructional modules based on UMTÅ innovations in three areas: paratransit, market segmentation planning, and transportation brokerage.
The modules are flexible and concept-based and
were developed through extensive reviews and field
tests by transportation educators and experts. Appendices include: a list of field reviewers and field
tests of instructional modules and reviewers of the
diffusion/adoption plan, a module field review quetionnaire, a module field test questionnaire, a list of
conferences and presentations by the project team
in developing the diffusion/adoption plan, and the
field review questionnaire for the plan. (SW)

Wright, Peter H. Market Segmentation: An Instructional Module, West Virginia Univ., Morgantown. Technology Ed-

west virginia Univ., Morgantown. Technology Education Program.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Pub Date—Dec 85
Note—130p.; For related documents, see HE 020
138-148-178.

138-144.
Available from—West Virginis University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adoption (Ideas), "College Instruction, Engineering Education, Graduate Study,

Higher Education, Innovation, "Instructional Materials, "Marketing, "Needs Assessment, Public Administration Education, Public Facilities, Research Utilization, Technology Transfer, Theory Practice Relationship, "Transportation, Undergraduate Study, Urban Planning, "Use Studies A concept-based introduction to market segmentation is provided in this instructional module for undergraduate and graduate transportation-related courses. The material can be used in many disciplines including engineering, business, marketing, and technology. The concept of market segmentation is primarily a transportation planning technique by which the needs of a specific locale or population are systematically determined and compared to existing services within the same locale to identify unmet transportation needs. The unnet needs are used as the basis for targeting new or modified services. A series of steps for segmenting a region or population are outlined, and problems and issues that arise throughout the process are discussed. To illustrate the market segmentation approach, characteristics of various segments (e.g., commuters, transportation handicapped) are discussed, as well as major issues involved in transportation for different groups. Identifying market segments and their needs often involves data collection from various sources, including regional/local planning data and social service agencies. To assess existing services, operational characteristics may be studied as well as cost effectiveness measures. An eight-page bibliography is appended. (SW)

ED 280 326 HE 020 141

McWha, Charley
Public Transportation Pricing: An Instructional
Module. Module. West Virginia Univ., Morgantown. Technology Ed-

west virginia Univ., Morganiowi. 1 eciniology Ed-ucation Program. Spons Agency—Urban Mass Transportation Ad-ministration (DOT), Washington, D.C. Pub Date—Dec 85 Note—144p.; For related documents, see HE 020 138-144.

ministration (DOT), Washington, D.C.
Pub Date—Dec 85
Note—144p.; For related documents, see HE 020
138-144.

Available from—Weat Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WY 26506.

Pub Type—Guides—Clasarcoom—Teacher (052)
EDRS Price -MP91/PO66 Plus Postage.
Descriptors—°College Instruction, °Costa, Engineering Education, Financial Policy, Financial Support, Graduate Study, Higher Education, Instructional Materials, Public Administration Education, "Public Facilities, Public Policy, Research Utilization, Technology Transfer, Theory Practice Relationahip, "Transportation, Undergraduate Study, Urban Financial A concept-based introduction to public transportation pricing is presented in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business administration, and technology. After an introductory section on transportation pricing planning and the history of transportation system financing, attention is directed to the importance of needs-based planning and market segmentation analysis in pricing planning, Additional topics include: the impact that local impact groups can have on public transportation; richage groups can have on public transportation; pricing; the major sources of transportation systems costs; the relationship of system costs to pricing; fare structures; intermodal and bus system transfer policies and their impacts; the way fare collection methods can affect system costs and ridership; complications inherent in multi-modal system coordination; inclusion of private transportation providers through contractual arrangements; and parking pricing strategies. Included are student review questions, study guidelines, and a six-page bibliography.

(SW)

HE 020 142 ED 280 327

rtation Brokerage: An Instructional Mod-

west Virginia Univ., Morgantown. Technology Ed-ucation Program. Spons Agency—Urban Mass Transportation Ad-ministration (DOT), Washington, D.C.

Note—125p.; For related documents, see HE 020 138-144.

Available from—West Virginia University, Trans-portation Education Project, 2945 University Av-

enue, Morgantown, WV 26506.
Pab Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Pestage.
Descriptors—Business, \*College Instruction,
\*Contracts, Engineering Education, Financial
Support, Graduate Study, Higher Education, Innovation, \*Instructional Materials, Marketing,
PuN-te Administration Education, Public Facilities, Lesearch Utilization, Technology Transfer,
Theory Practice Relationship, "Transportation,
Undergraduate Study, Urban Planning
A concept-based introduction to transportation terokerage is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, marketing, and technology. The concept of transportation brokerage is defined as an assignment of the management of a specific element of a city's or region's transit needs to an independent agency or firm. The components of a brokerage operation are described, along with problems and issues associated with the adoption of such a system. Attention is directed to brokerage operation variations, the process of market segmentation and its uses as a planning technique for transportation brokerage, the importance of community support; various federal agencies that provide financial support, funding channels for integrated transportation systems; major barriers to innovative transportation systems; major barriers to innovative transportation contracts; managing a brokerage operation; and use of evaluation and promotion to maintain high effiage operation; characteristics of transportation con-tracts; managing a brokerage operation; and use of evaluation and promotion to maintain high effi-ciency for the system. Key ideas are illustrated by case histories and examples. An eight-page bibliog-raphy is appended. (SW)

ED 280 328 HE 020 143

Hayden, Linda Rural Public Transportation: An Instructional

West Virginia Univ., Morgantown. Technology Ed-

ucation Program.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C. Pub Date-Dec 85

Note-161p.; For related documents, see HE 020

138-144.

Available from—West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantowa, WV 26506.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—\*College Instruction, Engineering Education, Graduate Study, Higher Education, Innovation, \*Instructional Materials, Public Administration Education, \*Public Facilities, Research Littligation \*Public Teach Technology.

ministration Education, "Fublic Facilities, Research Utilization, "Rural Areas, Technology Transfer, Theory Practice Relationship, "Transportation, Undergraduate Study A concept-based introduction to rural public transportation is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, sociology, and technology. Rural public transportation involves systems in rural and small urban areas with populations under 50,000 people. The unique transportation needs of rural areas and problems in designing such a system 50,000 people. The unique transportation needs of rural areas and problems in designing such a system are considered. Attention is also directed to: the variety of service providers and operators in rural transportation and examples of various provider and operator modal options; organizational structures to meet transportation needs in rural areas; the need-based approach to planning; the process of market segmentation; factors to be considered in the design and implementation of rural public transpor-tation; illustrations of how selected operations have design and imprementation of rural point transpor-tation; illustrations of how selected operations have achieved varying degrees of success, and directions for rural public transportation in the future. Ap-pended are a glossary; the names, addresses, and phone numbers of individuals and groups that are part of a rural transit network; and a five-page refer-

HE 020 144

Scalici, Anthony
Paratransit: An Instructional Module,
West Virginia Univ., Morgantown. Technology Ed-

ucation Program.

Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.

Pub Date—Dec 85 Note—152p.; For related documents, see HE 020 Available from-West Virginia University, Trans-

portation Education Project, 2945 University Avenue, Morgantown, WV 26506.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Pries - MF01/PO7 Plus Postage.

Descriptors—"College Instruction, Delivery Systems, Engineering Education, Higher Education, Innovation, "Instructional Materials, Marketing, Money Management, Operating Expenses, Program Administration, Public Administration Education, "Public Pacilities, Research Utilization, Rural Areas, Technology Transfer, Theory Practice Relationship, "Transportation, Urban Planning

ning ldentifiers—Paratransit
A concept-based introduction to paratransit is provided in this instructional module for undergrad-A concept-cased introduction to pararansis is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, marketing, and technology. The concept of paratransit generally refers to modes of transportation other than mass transit and solo-driven automobiles. The characteristics and applications of various paratransit modes are examined. A systematic approach for paratransit planning is presented along with problems and issues associated with the design and implementation of paratransit systems. Additional topics include: factors associated with rural transportation systems and the potential of designing paratransit for rural areas; the concept of market segmentation analysis; measures of existing service efficiency; how simple efficiency indicators are calculated; how needs and services are compared to determine areas of unmet needs; the process of system design; financing and marketing paratransit operations; management tasks associated with tem design; management tasks associated with paratransit; and the use of brokerage in paratransit management. Case histories, examples, and an eight-page bibliography are included. (SW)

ED 280 330 HE 020 145 Annual Report on Higher Education in New Mex-ico, 1986.

New Mexico State Commission on Postsecondary

Education, Santa Fe. Pub Date-Jan 87

Note-63p.; Charts in appendices contain small

Available from—New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 87501-4295.

NM 87501-4295.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advisory Committees, "Board of Education Role, Budgeting, "College Planning, College Programs, Databases, Degrees (Academic), Economic Climate, Education Work Relationship, Enrollment Trends, "Higher Education, Needs Assessment, Resource Allocation, "State Aid, State Boards of Education, "Statewide Planning, Student Characteristics, "Student Financial Aid, Teacher Characteristics Identifiers—Formula Funding, "New Mexico The 1936 report of the New Mexico Commission on Higher Education first outlines responsibilities of

The 1986 report of the New Mexico Commission on Higher Education first outlines responsibilities of the Commission and developments concerning the Board of Educational Finance and then considers the climate for higher education reform in New Mexico, including economic changes, career changes that require retraining and skill upgrading, and changing student demographics. The Commission is working to improve needs assessment for postsecondary education and data collection to propost planning, and has formed planning and powers. postsecondary education and data collection to promote planning, and has formed planning and advisory councils. Current academic issues include new graduate programs, an academic preparation for college project, and program reviews. Information is provided on student financial aid, including need-based funding of grants, loans, and work study programs; the Physician Student Loan Program; a Competitive Scholarship Program, tuition reciprocity agreements, waivers for Navajo Reservation residents; and Vietnam Veterans' Scholarship Program. Also covered are the issue of formula funding and developments and budgets for special schools and research and public service projects. Data on emrollments, degrees, faculty characteristics, and revenues and expenditures are appended. (SW)

ED 280 331 HE 020 146 Enternan, Willard F. Jackson, Pameia Irving Improving Undergraduate Education with Val-ue-Added Assessment. Pub Date—Jun 86

Note—13p.; Paper presented at a conference on Value-Added Learning: New Strategies for Excel-

lence and Training (Saratoga Springs, NY, June
4-6, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Poetage.
Descriptors—\*Academic Advising, Affective Objectives, Cognitive Objectives, \*Curriculum Evaluation, \*Educational Objectives, Education Work
Relationship, Evaluation Criteria, General Education, Higher Education, Knowledge Level, Liberal Arts, Student Development, \*Student
Evaluation, \*Undergraduate Study, Work Experience, Writing Skills
Identifiers—\*Rhode Island College, \*Value Added
The use of value-added assessment to improve

ence, Writing Skills
Identifiers—"Rhode Island College, "Value Added
The use of value-added assessment to improve
undergraduate education at Rhode Island College is
described, with attention to how the process
evolved, problems encountered, and future plans.
Value-added assessment is used in the development
of student educational plans, curriculum evaluation
and revision, and assessment of the interaction of
work experience and educational development.
Early stages of the project focused on selection of
assessment instruments and the student sample, and
on introducing faculty to the use of student assessment information in curricular planning and evaluation. The assessment process focuses on both
general education and liberal education goals and
student gains toward career preparation. Student
growth assessment will involve: measuring cognitive and affective growth toward education outcomes established by faculty committees; assessing
writing skills periodically; assessing graduates' mastery of major field subject matter; assessing the relationship between course grading and other
indicators of student growth; and implementing surveys to determine student attitudes and activities.

(SW)

ED 280 332 HE 020 147

Yonker, Robert J. And Others
Differences in College Students' Belief in Common
Myths about Rape by Gender and Year in

College. Pub Date—[86]

Pub Date—[86]
Note—19p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, \*College Students,
Higher Education, \*Misconceptions, Questionnaires, \*Rape, \*Sex Differences, \*Stereotypes,
\*Student Attitudes, Violence
The degree to which college students agree with
common myths about rane was investigated, using

ommon myths about rape was investigated, using the Attitude Toward Rape Questionnaire. The effect of gender and years in college on student attitudes was also assessed. The sample consisted of 500 randomly-selected students from a state-assisted, four-year residential university in Ohio. The majority of on-campus students agreed with four of eight common myth statements about rape, males more so than females and underclassmen more so than upperclassmen. The majority of students agreed that rape is a sex crime and is a male exercise in course our women, when in fact rape is hasically in power over women, when in fact, rape is basically an act of violence. The majority of students also an act of violence. In a majority of stouches also believed that during a rape a woman should do everything she can to resist. It is suggested that this belief may indicate a general lack of factual information about rape. Females disagreed to a greater degree than did males to the following myths: (1) in some situations a charge of rape is uniusified. (2) some situations a charge of rape is unjustified; (2) women provoke rape by their appearance and behavior; and (3) if a woman is going to be raped, she might as well relax and enjoy it. Some suggestions for educating students about rape are included.

Affirmative Action Status Report. New Jersey
Public Colleges and Universities, 1977-1985.
New Jersey State Dept. of Higher Education, Tren-

Pub Date-Nov 86

Pub Date—Nov 86

Note—34p.; Tables contain small print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF0L/PO2 Pins Postage.

Descriptors—\*Administrators, Affirmative Action,

Black Teachers, "College Faculty, Faculty Mobility, "Females, Full Time Faculty, Higher Education, Hispanic Americans, "Minority Groups,

"Public Colleges, "School Personnel, Teacher

Employment, Women Faculty

Identifiers—"New Jersey, Women Administrators.

Employment, Women Faculty Identifiers—\*New Jersey, Women Administrators The representation of women, Blacks, and Hispanics in full-time positions at New Jersey public colleges is reported for 1977-1985. Information is provided for administrators, faculty, professional (nonfaculty) staff, and nonprofessional staff. Trends in newly hired faculty and faculty turnover rates are also considered. Overall, the data indicate some progress for minorities and women as a percentage of the public institutions' workforce. Between fall 1982 and fall 1985, the proportion of minority and women new faculty appointments continued to exceed the proportion of minorities and women in the total full-time faculty workforce. However, the annual faculty turnover rates for minorities and women are higher than rates for whites and males. In addition, institutions have difficulty in the recruitment of minority faculty in highly competitive fields as a result of the small pool of available candidates and high demand. Included are data on: full-time employees in each of the four types of positions by race/ethnicity and sex with breakdowns for different types of colleges; newly hire adulty turnover rates. (SW)

ED 280 334 Chen, May K. C. Selected Characte

HE 020 149

Chen, May K. C.
Selected Characteristics of Newly Hired Faculty in
New Jersey Public Colleges and Universities:
Fall 1964-Fall 1965. Chancellor Report to the
Board of Higher Education, February 1987.
New Jersey State Dept. of Higher Education, Tren-

Board of Higher Education, February 1987.

New Jerney State Dept. of Higher Education, Trenton.

Pub Date—Feb 87

Note—16p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— Academic Rank (Professional),

"College Faculty, Community Colleges, "Degrees (Academic), Doctoral Degrees, "Educational Background, Higher Education, Intellectual Disciptines, "Public Colleges, Teacher Characteristics, "Teacher Employment, Universities Identifiers—"New Jersey Information on newly hired faculty in New Jersey Information on newly hired faculty in New Jersey Jublic colleges for fall 1984 and fall 1985 is presented, including degrees held, scademic rank, and teaching fields. Data are provided for the state colleges, community colleges, Rutgers University, the New Jersey Institute of Technology, and the University of Medicine and Dentistry of New Jersey (UMDNJ), as well as for individual state and community colleges. Highlights include: a total of 485 new faculty members were hired in fall 1984, and 482 in fall 1985, the proportion of doctoral degree holders (including Ph.D., Ed.D., M.D., and J.D.) increased from 49.8% to 53.4%; the proportion of terminal degree receivers increased from 64.1% to 67%; for both years, more than half of the new faculty members were hired at the rank of assistant professor or higher (56% in 1984 and 58.7% in 1987); the majority of new faculty in natural sciences held doctorates (66.7% in 1984 and 78.4% in 1985); more than half of new computer science/math faculty had a master's as their highest degree; at community colleges, unlike the senior public sector, the majority of newly hired faculty in each of the teaching fields held master's degrees as their highest degree received. (SW)

HE 020 150

ED 230 335

Giddings. Louise R.

Using Modules in College Teaching.
Pub Date—[36]

Note—23p.; Portions of this paper were presented at the Annual Conference of the Community College General Education Association (7th, Schenectady, NY, April 18, 1986).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—\*College Instruction, "Learning Activities, 'Learning Modules, 'Nontraditional Education, 'Learning Modules, 'Learning Modules, 'Nontraditional Education, 'Eaching Methods

The use of the instructional module in college teaching is discussed. The module is an independent learning pactivities rather than teacher activities. Along with independent modular activities such as reading, writing, discussing, and problem solving, students can use more class time to write, inquire, and share ideas. A sample module outline might include: statement of purpose, prerequisites, objectives, pre-test, advantages of modular instruction include: the potential of incorporating technology, a broader base for

evaluating students, encouragement for independent learners, and the individualization of instruction. The module promotes students' active involvement and responsibility for the exchange of ideas. Students are informed in advance of unit objectives and are guided to complete various learning activities to achieve the objectives. This approach enables teachers to employ varied strategies and approaches with students. The use of occasional modules also permits teachers to enrich existing programs without radical changes. (SW)

HE 020 151

ED 280 336

Bergama, Harold M.

Technology Transfer through Training: Emerging Roies for the University.

Pub Date—Jan 86

Note—18p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, Janaury 8-10, 1986). For complete proceedings, see ED 276 328.

Pub Type—Opinion Papers (120)

NM, Janaury 8-10, 1986). For complete proceedings, see ED 276 328.
Pub Type—Opinion Papers (120)
EDRS Price - MF91/PC01 Pius Postage.
Descriptors—Change Agents, \*College Role, Curriculum Development, \*Developed Nations, \*Developing Nations, Economic Development, Higher Education, Technical Assistance, \*Technical Education, \*Technical process is discussed, with special consideration to conditions in developing countries. Also considered is the role universities can play in training to promote technology transfer. Advisors on training and curriculum development are needed to introduce a new technology. Training farmers to improve irrigation in Pakistan involves teaching those who train the farmers to systematically select what will be taught and appropriate techniques for training. U.S. universities are increasingly being requested to participate in the technology transfer process abroad. For technical educators at universities, a great challenge exists to become involved with foreign technologists and scientists in designing curriculum and training systems that will optimize the way people learn and adapt to new ways of living. An outline is provided of a technical training systems model that covers purpose, formulating learning tasks, quality control, and design training systems model that covers purpose, formulating learning tasks, quality control, and design training systems Difficulties experienced in introducing technologies in poor countries are discussed. (SW)

HE 020 152

Metzner, Barbara S. A Categorical Bibliography for Student Attrition Research. Pub Date—Mar 87

Pub Type— Reference Materials - Bibliographies (131)

(131)

EDRS Price - MP0L/PC01 Plus Postage.

Descriptors—\*Academic Persistence, \*College Students, Commuter Colleges, Dropout Prevention, \*Dropout Research, \*Educational Research, Higher Education, Intervention, Models, Research Design, Residential Colleges, School Holding Power, \*Student Attrition, Two Year Colleges A bibliography of research on student attrition is presented. The 175 references, most of which are dated 1970 or later, are categorized under the following headings: research design, models of the attrition process, some historical perspectives, recent reviews of research-performance variables, empirical studies for 1970-1987, and intervention for retention. The empirical studies concern residence-oriented four-year institutions, commuter-oriented four-year institutions, and two-year colleges. (SW)

HE 020 153

ED 280 338 HE 020 1: Frankel, Martin M. Kroe, P. Elaine Integrated Postsecondary Education Data System. Glossary.

Glossary. Center for Statistics (OERI/ED), Washington, DC. Report No.—CS-86-313 Pub Date—Feb 87

Note—28p. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

DC 20402.
Pub Type— Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Databases, \*Data Collection, \*Federal Programs, \*Information Systems, \*National
Surveys, \*Postsecondary Education

Identifiers—"Integrated Postsecondary Education
Data System
A glossary of terms used in the Integrated Postsecondary Education Data System (IPEDS) is pressecondary Education Data System (IPEDS) is pressecondary Education and primary providers of postsecondary education and is a major part of data
collection for the federal Center for Education Statistics. In developing IPEDS, a set of common data
elements consistent for all providers of postsecondary education was established, as were sets of
unique data elements applicable only to particular
types of postsecondary education providers. The
crestion of unique data elements required multiple
versions of 6 of the 10 IPEDS surveys. A table is
included that is a key to the IPEDS survey forms
that institutions will receive according to highest
level of offering and level of control. (SW)

ED 280 339 HE 020 154
Nursing Education: Trends 1980-1984.
New York State Education Dept., Albany. Office of the Professions.
Pub Date—[84]
Note—100p.
Available from—The University of the State of New York, State Education Department, Office of the Professions, Albany, NY 12230.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MP01/PO04 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, Associate Degrees, Bachelors Degrees, College Admission, College Applicants, "College Faculty, "Degrees (Academic), Doctoral Degrees, "Educational Certificates, Educational Demand, "Euroliment Treads, Higher Education, Masters Degrees, Misority Groups, "Nursing Education, "State Surveys, Student Characteristics, Teacher Characteristics, Trend Analysis Identifiers—New York

Analysis
Identifiers—"New York
Data on generic professional and practical nursing
programs are provided for New York State for
1980-1984. Attention is directed to: the number of
applications, the number of new students admitted,
total program enrollment, graduations by type of
program according to sex and racial/ethnic origin of
students, the number of unfilled places, and the
number of qualified applicants whom the program
could not accommodate. Information is provided
for programs awarding diplomas and for the following degree programs: associate, baccalaureate, generic master's, and doctoral. Included are statistics
on the performance of first-time candidates, based
on the National Council Licensure Examinations
for registered nurses and practical nurses in New
York State compared to nationwide mean scores.
Information is also provided on the number of nurse
faculty members by type of program and full-time/part-time status, and faculty members' racial/ethnic
origin. The data are presented for 5-year periods
where possible and by Regents Planning Regions to
enable comparison of trends and regional differences. (SW)

ences. (SW)

BD 280 340

Dukes. Carlton W.

The Necessity of Training before Education: The Fingertip Effect and Learning as Related to Teaching Computer Skills to Faculty.

Pub Date—Jan 86

Note—12p; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, \*Computer Assisted Instruction, Computer Literacy, \*Computer Science Education, \*Faculty Development, Higher Education, \*Skill Development, Higher Education, \*Chowledge Level, Learning Theories, Sequential Approach, \*Skill Development.

Theories, Sequential Approach, \*Skill Development
Teaching college faculty the principles and applications of computers for computer-based instruction (CBI) in workshops or classrooms is discussed,
along with implications of establishing an ongoing
program based on sequential levels of knowledge
acquisition. Five hierarchical categories for the acquisition of knowledge, based on a model by Hubert
Dreyfus, are described: (1) the rule-bound neophyte; (2) the functional operators who have rules
memorized by respective functional tasks; (3) the
competent systems users who have learned the rules
and consult them only for unusual situations; (4)

proficient systems developers who are capable of modifying the rules to suit their own purposes; and (5) the expert systems creators. The Project Zero/-Harvard Model of learning information processing technology (IPT) is also considered. A computer knowledge acquisition program for faculty is proposed that involves: an organized curriculum to teach according to a sequential model of training; an indequate delivery system, and the immediate availability of a microcomputer. A program outline for ability of a microcomputer. A program outline for teaching IPT to faculty is included. (SW)

ED 280 341

HE 020 156

Wilkinson, Robert
Designing a Student Outcomes Study: The Eastern
New Mexico University Experience. Pub Date-Jan 86

New Mexico University Experience.
Pub Date—Jan 86
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Alumni, "College Students, "Educational Assessment, "Evaluation Criteris, Graduste Surveys, Higher Education, Institutional Research, Knowledge Level, "Quicomes of Education, "Program Development, Skill Development, Student Attitudes, Student College Relationship, "Student Development, Values Identifiers—"Eastern New Mexico University in conducting a student outcomes study are described. After tracing the background of the study, the following outcome dimensions are described: knowledge outcomes, skills outcomes, attitudes and occupational outcomes. The university's Student Palationship with the university, and occupational outcomes. The university's Student the study begin with the entering fall 1986 freshman class, which was estimated to be about 600 students. The committee also recommended annual surveying of all entering freshman, second semester sophomores and/or first semester juniors, and graduating seniors. Committee recommendations for developing an outcomes study included: ton administrations and productions a mores and/or first semester juniors, and graduating seniors. Committee recommendations for developing an outcomes study included: top administrative support and campus support is needed before trying to implement the study; the literature on various theories of student development and student outcome dimensions should be reviewed; and various data collection instruments for evaluating outcomes dimensions should be evaluated. Issues concerning data collection and reporting study results are addressed. (SW)

ED 280 342

HE 020 157

Hansen, Janet S. Student Loans: Are They Overburdening a Genera-College Entrance Examination Board, Washington, D.C.

Pub Date-Feb 87 Pub Date—Feb 57
Note—49p; Report of a study originally prepared
for the U.S. Congress Joint Economic Committee.
Available from—College Board Publications, Box
836, New York, NY 10101 (36.00 per copy; 20%

Available from—College Board Publications, Box 886, New York, NY 10101 (\$6.00 per copy; 20% discount for 5 or more copies).

Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/P02 Plus Postage.
Descriptory—Access to Education, College Attendance, Community Colleges, Credit (Finance), "Economic Factors, Family Income, Financial Policy, Higher Education, "Loan Repayment, Financial Policy, Student Costs, "Student Loan Programs, Trend Analysis, "Undergraduate Students Identifiers—"Debt (Financial), Guaranteed Student Loan Program, National Direct Student Loan Program, National Direct Student Loan Program, Parent Loans for Undergraduate Students researched to the Program, "Paying for College Issues concerning indebtedness of undergraduate students are examined, including the implications of debt burdens for: the national economy, the individual well-being of borrowers, equality of access to higher education, and the educational process itself. Risks students face in borrowing to pay for education and how the United States compares to other countries in protecting students from these risks are reiefly discussed. A review of trends in student borrowing over the last two decades indicates that students take out educational loans. Student loans are used by both the middle class and lower income families and are common at community colleges and proprietary schools as well as among students in families and are common at community colleges and proprietary schools as well as among students in traditional baccalaureate programs, but the heaviest and proprietary schools as wen as among students in traditional baccalsureate programs, but the heaviest dependence on loans and the highest debt levels are among students at private colleges. It is concluded that there is a need for better information on the

extent of student borrowing and its consequences. It is suggested that attention be directed to the implications of the Guaranteed Student Loan Program becoming a highly-subsidized loan for the financially needy. (SW)

ED 280 343

Johnston, William J., Ed.

Education on Trial. Strategies for the Future.

Institute for Contemporary Studies, San Francisco,

Calif.
Report No.—ISBN-0-917616-71-5
Pub Date—85
Note—352p.
Available from—Institute for Contemporary Studies Press, 785 Market Street, Suite 750, San Francisco, CA 94103 (\$12.95).
Pub Type—Collected Works - General (020) —
Opinion Papers (120) — Reports - Descriptive (141)

(141)

Old Transment Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic Standards, Accreditation (Institutions), Collective Bargaining, Computer Assisted Instruction, \*Educational Change, Educational Objectives, Educational Technology, Educational Television, \*Educational Testing, \*Elementary Secondary Education, Evaluation Criteria, \*Postsecondary Education, Private Schools, Public Schools, Teacher Certification, Teacher Education, Technical Institutes

Education, Private Schools, Public Schools, Teacher Certification, Teacher Education, Technical Institutes
Identifiers—"California
Problems and opportunities in educational reform at all educational levels are considered in this collection of 18 articles. Titles and authors are as follows: Introduction (William J. Johnston); "Evidence of Decline in Educational Standards" (Philip N. Marcus); "Standards—by What Criteria" (Francis Keppel); "Educational Standards" (Philip N. Marcus); "Standards—by What Criteria" (Francis Keppel); "Educational Standards: A Public Educator's Yiew" (Ruth B. Love); "Building Effective Elementary Schools" (Madeline Hunter); "Secondary Education" (Paul M. Possemato); "A View of Standards in Postsecondary Education" (Hobert W. Burns); "Educational Standards in Private and Public Schools" (Sally B. Kilgore); "California's Reform Program" (Bill Honig); "A Preliminary Diagnosis: The California Experience" (James D. Likens); "Teacher Education: Rhetoric or Real Reform?" (Bernard R. Gifford and Trish Stoddart); "Teacher Bargaining: Teacher Quality, Student Achievement, Public Control" (Robert E. Doherty); "Collective Bargaining: Teacher Quality, Student Achievement, Public Control" (Robert E. Doherty); "Collective Bargaining: Wit Educational Standards" (Albert Shanker); "Electronic Technologies and the Learning Process" (Richard Simonds, James Wiebe); "Educational Standards and the Technological University" (George Bugliarello); "A Ministry of Education for the United States? The Problem of Accreditation" (Glenn Dumke); "The Quest for Reason Amidist the Rhetoric of Reform: Improving Instead of Testing Our Schools" (Kenneth A. Sirotnik, John I. Goodlad); and "America's Schools: The Mission" (Ernest L. Boyer). (SW)

HE 020 159 ED 280 344

Jones, Kelsey A.
Faculty Development Proposal.
Pub Date—87

Pub Date—87

Note—90.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Accountability,
College Faculty, "Criminology, "Departments,
Governmental Structure, Higher Education, Politics, Power Structure, Professional Continuing
Education, "Public Administration Education, Public Policy, "Teacher Certification
Identifiers—"University of the District of Columbia

An integrative approach to departmental design
proposed for the Department of Criminal Justice at
the University of the District of Columbia is described. The proposed curriculum classification

the University of the District of Columbia is described. The proposed curriculum classification framework for faculty assignment consists of three matrices: social behavior and humanities courses, rechnical courses, and philosophical courses. For the social behavior and humanities-oriented courses, information is provided on the retraining process (i.e., standards and the process to achieve professional development status). The purpose and goals of the retraining process and specific educational requirements are identified, and information on certification is provided. The professional development candidate needs to demonstrate competence in the sequences of public administration, policy analysis, mediation, negotiation, ethics, and practices of accountability, from the perspectives of

agencies and professional practitioners. The candi-date also needs to develop a knowledge base in pub-lic administration traditions, structures, and processes, including policy, politics, structure, power, accountability, practice and processes. (SW)

HE 020 160

Marsick, Victoria J. Informal Learning in the Workplace: Models of

Marsick, Victoria J.

Informal Learning in the Workplace: Models of Practice.

Pub Date—14 Nov 86

Note—20p.; Paper presented at a conference entitled 'The Adult: Models of Practice,' sponsored by the Kellogg Foundation (New York, NY, November 13-15, 1986).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Postage.

Descriptors—Employees, "Experiential Learning, Higher Education, "Learning Experience, Management Development, "Models, "Organizational Climate, Participative Decision Making, Quality Circles, "Staff Development, Staff Orientation, Staff Role, "Work Environment A model on learning that occurs in the workplace is discussed. Two theoretical frameworks are explored: multiple learning domains and action science. Four examples that reflect some of the characteristics of the new paradigm for learning in the workplace are included. The examples concern management development in a large business, a staff orientation workshop in an international organization, role behaviors in bureaucratic versus clarifying learning environments, and incidental learning learning to hope the proper of the property of property of the propert

ED 280 346 HE 020 161

ED 280 346 HE 020 161
Lancaster, Diana M. And Others
Perceived Value of Required Research in Orthodentic Postgraduate Programs.
Pub Date—21 Nov 86
Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 21, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Degree Requirements, "Dentists, Graduate Surveys, Higher Education, Outcomes of Education, "Postdoctoral Education, "Professional Development, Questionnaires, "Research Projects, "Student Experience Graduates' perceptions concerning the value of required research experience in orthodontic postdoctoral programs were determined. Factors in the postdoctoral research program that provided positive/negative experiences were also identified. Fifteen attitude statements concerning the merits of required research projects and demographic items on the graduates were completed by 307 U.S. orthodonists who completed their residencies in 1980, 1981, or 1982. Findings include: 66% of orthodonists (81) their required graduate research made them better orthodonists, 3% felt that the research experience improved their ability to evaluate the professional literature and 51% believed it helped them evaluate new clinical techniques; and 28% felt that the time spent on research would have been better spent on some other aspect of training and 14% felt hat research was not applicable to clinical mercites. the time spent on research would have oeen better spent on some other aspect of training and 14% felt that research was not applicable to clinical practice. Factors that seemed linked to positive attitudes were a helpful adviser, having a major role in devel-oping the project, and an interesting project. The 15 attitude statements are appended. (SW)

ED 280 347 HE 020 162

Wilkerson, Norma Neahr
Relationships between Preferred Learning at
Clinical Achievement of Baccalaurente Nursi Pub Date-Jan 86

Note—12p.; Paper presented at the regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986). For complete proceedings, see ED 276 328.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PO01 Plus Postage.
Descriptors—"Academic Achievement, Bachelors Degrees, "Clinical Experience, "Cognitive Style, Educational Research, "Experiential Learning, Higher Education, "Knowledge Level, "Nursing Education

Higher Education, "Knowledge Level, "Nursing Education
Paper presented at the Regional achievement in a nursing course in an integrated curriculum were studied. The theoretical framework was based on Kolb's model of eaperiential learning, which posited four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Kolb's Learning Style Inventory was used to assess preferences for these four learning modes. Student achievement in the following areas were measured: knowledge, recall, and comprehension of cognitive material (quizzes); and ability to analyze clinical situations and apply principles of the nursing process (clinical process papers). A quasi-experimental, within-subjects factorial design was employed with a descriptive survey technique. The sample consisted of 133 basic baccalaureste nursing students enrolled in a junior-year course. Differences in learning style preferences were demonstrated. Overall, nursing students scored lower on the reflective observation (RO) subscale. A low RO score may indicate less preference for association learning, concept learning, and problem solving. (SW)

HE 020 163

ED 280 348

Oosting, Kenneth W.

Management and the Academic Vice President in the Christian, Liberal Arts College.

Pub Date—31 Oct 85

Note—14p.; Paper presented at the Annual Meeting of Academic Deans of the Christian College Coalition (Wheaton, II., October 31, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, \*Administrator Attitudes, \*Church Related Colleges, \*College Administration, College Environment, Governance, Higher Education, \*Interprofessional Relationship, Leadership Styles, Liberal Arts, Teacher Administrator Relationship, Work Environment,

ronment
Identifiers—Collegiality, \*Vice Presidents
The role of nine academic vice presidents in managing Christian, liberal arts colleges was assessed, as part of research conducted at Christian or church-related liberal arts colleges that were identified as being well managed by one or more persons. Data collected on the academic vice presidents provided the following profile: the average age was 45.1 years; they had been in their present position an average of 4.9 years; and all were white males. The following management dimensions were common to years, they has been in time present position an average of 4.9 years; and all were white males. The following management dimensions were common to most of the nine people studied: (1) the academic vice presidents emphasized building relationships with both the president and the faculty; (2) the academic vice presidents saw collegial governance as descriptive of their institutions; (3) academic leadership rested with the academic vice president in a majority of the colleges; (4) the academic vice president armay management thrust was for improvement of academic quality; and (5) academic vice presidents emphasized some elements of good management including process, leadership, informal organization, communication, and debate of issues. Characteristics of the environment of the nine officials were also considered, including their relationship with the college president and whether faith was affirmed at the college. (SW)

ED 280 349 HE 020 164

Costing, Kenneth W.

Presidential Management Style in the Christian,
Liberal Arts College.
Pub Date—31 May 85
Note—17p.; Paper presented to Deans of the Christian College Coalition Conference on "The Task
of Evangelical Higher Education" (Wheaton, IL,

May 31, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors—\*Administrator Attitudes, \*Church
Related Colleges, \*College Administration, \*Col-

lege Presidents, Governance, Higher Education, 
\*Interprofessional Relationship, Ecadership 
Styles, Liberal Arts, Teacher Administrator Relationship
The management styles of presidents of 10 Christian, liberal srts colleges were assessed, as part of research conducted at Christian or church-related liberal arts colleges that were identified as being well managed by one or more persons. The 10 presidents ranged in age from the late 30s to the early 60s, with an average age of 52.2. Their baccalsureste education involved a variety of disciplines with only one in theology, and all had earned doctorates. Eight of the 10 had previously been an scademic vice president, and the sample had an average of 26.5 years of full-time experience in higher education. Seven management practices common to the 10 presidents were: the use of a President's Cabinet to advise the president significantly affected the college; the president such as a such factor of the president significantly affected the college; the president such as a such as

ED 280 350 HE 020 165

also determined. (SW)

ED 280 350

HE 020 165

Oosting, Kenneth W.

Management and the Chief Finance Officer in the Christian, Liberal Arts College.

Pub Date—6 Nov 83

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PO01 Plus Pestage.

Descriptors—8 Administrator Attitudes, \*Church Related Colleges, \*College Administration, College Environment, Governance, Higher Education, \*Interprofessional Relationship, Liberal Arts, \*School Business Officials, Teacher Administrator Relationship, Work Environment

The role of the chief finance officer (CFO) in managing Christian, liberal arts colleges was studied at eight colleges with a reputation for being well managed. A profile of the eight CPOs includes these characteristics: they ranged in age from 40 to 61 with an average age of 51.5; tept had been in this office an average age of 51.5; tept had been in this office an average age of 51.5; tept had been in this office an average age of 51.5; tept had been in this office an average age of 11.5 years; and six of the eight Phad advanced degrees and all had at least the baccalasureate degree. Based on interviews and data provided, six dimensions or themes were observed in the management style of the eight CFOs: (1) they enjoyed a strong relationships with the strain and delegated extensively to them; (3) they had positive relationships with other vice presidents and faculty; (4) they understood and supported the college, its religious values, and the office of the president; (3) they worked closer with the board and had more influence on them than did other vice presidents; and (6) they tended to be very confident yet conservative and nonassertive in approach. (SW)

ED 280 351 HE 020 166

ED 280 351

Buchanan, Edsel

As Analysis of Student Expectations Regarding
Concepts of Teaching Format.

Pub Date—Jan 86

Note—13p; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986). For complete proceedings, see ED 276 328.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Pestage.

Descriptors—\*College Instruction, "College Students, Computer Assisted Instruction, Discussion (Teaching Technique), Educational Television, "Expectation, Higher Education, Individualized Instruction, Laboratories, Lecture Method, "Student Attitudes, "Teaching Methods Identifiers—Personalized System of Instruction
Expectations of 432 college students regarding the following six teaching formats were studied: lecture, discussion, laboratory, personalized attention, computer-assisted instruction, and television instruction. Factor analysis procedures revealed three factors for each format: (1) evaluative had characteristics of preference and goodness and/or badness, and is comnative; (2) potency had the characteristic of ascribed strength in reference to the evaluative

factor; and (3) activity had characteristics of intensity and direction in reference to both the potency and evaluative factors. There were no significant differences in expectations regarding teaching format by class level. Formats that students clearly preferred were the personalized and lecture approaches. The discussion format was suggested as a third choice, with reservations possibly because of uncertainty with instructor expectations and the student's ability to express himself or hereif. Laboratory and computer-assisted formats were seen as worthy, but elicited weak ascribed feelings of potency and activity. Television was clearly a non-preferred format. (5W)

BED 280 352

Kroe. Elaine
Instructional Faculty Salaries for Academic Year
1903-86. OERI Bulletis.

Office of Educational Research and Improvement
(ED), Washingston, DC.
Pub Date—Feb 87
Note—36p.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Descriptive (141)
EDRS Price - MP61/P02 Plus Postage.
Descriptors—"Academic Rank (Professional),
"College Faculty, Geographic Regions, Higher Education, Males, National Surveys, "Private Colleges, "Public Colleges, "Sex Differences,
"Teacher Salaries, Two Year Colleges, Women
Paculty

leges, "Public Colleges, "Sex Differences, "Teacher Salaries, Two Year Colleges, Women Faculty |
Information Survey | National salary data for instructional faculty for 1985-1986 are presented, along with a narrative overview, based on 2,952 responses to the Higher Education General Information Survey of Salaries, Tenure, and Fringe Benefits of Pull-Time Instructional Faculty. Academic year 1985-1986 was the fifth consecutive year that salary increases for full-time faculty outpaced inflation, and the largest real income gain for faculty for the five-year period beginning in 1981-1982. The average salary of teaching faculty national faculty received 13.7% higher average salaries at four-year than at two-year institutions. Salaries grew slower in the private sector at both four-year and two-year institutions. Average salaries (all ranks combined) were 24.4%, higher for men than women in 1985-1986. Examined by scademic rank, however, the salary gap between the sexes was considerably less; the largest difference was among lecturers. Schools in the Far West region of the United States had the highest average salary for instructional faculty (all ranks combined) and institutions in the Southeast region, the lowest. (SW)

ED 280 353

the lowest. (SW)

ED 280 353

HE 020 168

Fernandex, Ross

Earollment in Colleges and Universities, Fall
1983. OERI Bulletia.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-311B
Pub Date—Peb 87

Note—17p.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Descriptive (141)

EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Age Groups, College Freshmen,
"College Students, Fincilment Trends, Females,
Pull Time Students, Graduate Students, Higher
Education, Males, "National Surveys, Part Time
Students, Private Colleges, Professional Education, Proprietary Schools, "Public Colleges, "Student Characteristics, Two Year Colleges, Undergraduate Students
Identifiers—Higher Education General Information Survey

tion Survey
National data on fall 1985 enrollment in U.S. col-National data on fall 1985 enrollment in U.S. colleges and universities are presented, along with a narrative overview, based on the Higher Education General Information Survey's Fall Enrollment Survey. Information is presented on the percentage changes in enrollment from fall 1984 to fall 1985 for various types of institutions (public, private, private nonprofit, and private proprietary, with subcategories of university, other four-year, and two-year). Enrollment data are also provided by sex, full-time or part-time status, student level, and age group. Over 12.2 million students enrolled in U.S. colleges and universities in fall 1985; the majority (9.5 millien) attended public institutions; compared with full 1984 enrollment, enrollment in 1985 showed a slight increase at public institutions and a small decrease at private institutions. While the overall enrollment for full 1985 showed little change from full 1984, the enrollment of first-time freshmen continued to decline, reflecting the decline of the population of 18- to 19- year-olds. The decline was offset primarily by the increased participation of persons 35 years and older. (SW)

ED 280 354

HE 020 169

ED 280 354

Parter, Oucor F.

A Comparative Analysis of the Characteristics of Private Black College Freshmes: Implications for the Festure of Black Leadership in America. United Negro College Pund, Inc., New York, N.Y.

Pub Date—Feb 87

Note—8p.; Reprint from "Inroads," August/September 1986.

Available from—United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.

Journal Cli—United Negro College Fund Research Report; vil 11 Feb 1987

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, "Black College, Black Students, "College Freshmen, College, Black Students, "College Freshmen, College, Black Students, "College Freshmen, College, Fresparation, Comparative Analysis, Educational Background, Enrollment Influences, Pamily Characteristics, Family Income, Financial Needs, Higher Education, National Norms, Occupational Aspiration, "Private College," Student Aspiration, Private Colleges, "Student Aspiration, Private Colleges, "Student Aspiration, Private Colleges, "Student Aspiration, Private Colleges, "Student Aspiration," Institutional Research Program

The characteristics and experiences of college

Program
The characteristics and experiences of college freshmen who entered private black colleges in 1976 and 1985 were compared, based on data from the Cooperative Institutional Research Program's The American Freshman: National Norms." At-The American Freshman: National Norms." Attention was focused on socioeconomic status (SES), geademic preparation and confidence, reasons for attending college, financing an education, majors and career, and important objectives and values. Findings include: the typical private historically-black college and university freshman had higher SES than the 1976 freshman; the percentage of 1985 freshmen with high school grade point averages of 'B" or higher was significantly lower than their 1976 counterparts; the 1976 group of black freshmen had a greater concern about financing college than the 1985 group; business had increased significantly as a major concern shout financing college than the 1985 group; business had increased significantly as a major and as a career expectation, and there has been a major revival of interest in engineering; for the 1985 group, the most important life object was to be well-off financially; and belief in personal popularity, leadership ability, and social self-confidence showed considerable growth since 1976. (SW)

ED 280 355

HE 020 170

Carroll, Dennis
The Effects of Grasts on College Persistence.

OERI Bulletin.
Center for Education Statistics (OERI/ED), Wash-

ington, DC. ub Date—Mar 87 lote—9p.

Note—9p.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

EDRS Price - MP0L/PC01 Plus Postage.

Descriptors—\*Academic Persistence, \*College Students, \*Dropout Research, \*Crants, Higher Education, \*Student Attrition, \*Student Financial

cation, "Student Attrition, "Student Financial Aid The relationship between college persistence and the receipt of grant aid was studied with full-time students at public and private four-year institutions, based on data from the High School and Beyond (HSAB) study. Two measures of persistence were considered: (1) the percent of students who dropped out during the year and (2) for students who successfully persisted the previous year, the percent who returned to the same school to continue their studies. To constrol for differences in persistence rates for lower income families, the analyses included adjustments for family income levels. To estimate the effects of grants on college dropout rates, four groups of students were compared: students who received no grants, students who received and prants, students who received Pell grants in any amount, and students who received Pell grants in any amount, and students who received Pell grants in any amount, and students who received Pell grants aid totaling at least one-half of tuition

costs. In seven of eight comparisons, the "no grant" group dropped out during the year at higher rates than the "big grant" group. In public institutions, students who received some grant aid dropped out at lower rates than students who did not receive any grants during their first 3 years of college. Information on the research methodology is appended. (SW)

ED 280 356 HE 020 171 ED 280 356 HE 020 171
Geriatric Physicians Graduate Medical Education
Act of 1986. Hearing before the Subcommittee
on Aging of the Committee on Labor and Human
Resources, United States Senate, Ninety-Ninth
Congress, Second Session on S. 2489, To Improve the Training of Physicians in Geriatrics.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging,
Report No.-Senate-Hrg-99-867
Pub Date—26 Jun 86
Note—129.

Pub Date—26 Jun 86
Note—122p.
Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MF01/PC05 Plus Postage,

Legislation, \*Geristrics, ELIKS Price - MFUI/PC05 Plus Postage.

Descriptors—Federal Legislation, "Geriatrics, 
"Gerontology, "Graduate Medical Education, 
Hearings, Higher Education, Medical Services, 
"Older Adults, "Physicians, "Primary Health 
Care, Professional Training, Public Health Legislation

Care, Professional Training, Public Health Legislation Increasingly, the health care needs of older people are dominating the field of medicine and the health care system. The supply of physician gerontologists and geriatricians, the attention they pay to the special needs of the elderly, and the adequacy of their training are addressed in these hearings, which consider a Senate bill to improve the education in geriatrics of primary care physicians. Attention is directed to four specific concerns: (1) whether older persons differ from younger people in ways that have implications for medical practice, and whether there is a body of knowledge about these differences; (2) whether the differences have implications for the training of medical practitioners; (3) the present and near-term future availability of appropriately trained medical personnel; and (4) feasible and reasonable ways to train additional numbers of such physicians, if more are needed. The bill, which would amend section 788 of the Public Health Service Act, would make available an additional 34 million to expand present programs and create new ones to train physicians who plan to teach geriatric medicine. Sponsors of the bill hope that by 1992 the program would produce an additional 900 physicians trained to teach residents and practicing physicians trained to teach residents and practicing physicians the essentials of geriatrics. (SW)

ED 280 357

HE 020 172

Sparks, Bernard I. Optometric Educat Optometry: Is It Gender Binsed?
Pub Date—Nov 86

Pub Date—Nov 86
Note—149.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Science Research, Higher
Education, \*Optometry, Questionnaires, \*Sex
Bias, \*Teacher Student Relationship

Bias, \*Teacher Student Relationship Identifiers—\*Southern College of Optometry TN The question of whether clinical faculty members at the Southern College of Optometry treat students differently on the basis of gender was investigated. Of the 21 full-time faculty members, 14 completed a survey using short scenarios to evaluate gender bias. Findings indicate that the respondents appeared to provide equal and unbiased treatment of students of both sexes. However, the conclusions are based on only 70% of the faculty and the data were collected with a survey that has not been scientifically validated as a reliable measure of genérobiased attitudes. The two versions of the survey, each consisting of three scenarios, are appended. (SW)

ED 280 358

HE 020 173

ED 259 358
Willingham, Warren W. Morrie, Margaret
Four Years Later: A Longitudinal Study of Advanced Placement Students in College. College
Board Report No. 86-2.
College Entrance Examination Board, New York,
N.Y.; Educational Testing Service, Princeton,

Report No.—ETS-RR-85-46 Pub Date—86 Note—52p. Available from—College Bos

Note—52p.

Note—52p.

Available from—College Board Publications, Box 836, New York, NY 10101 (36.00).

Pub Type—Reports - Research (143) — Tests/ Questionnaires (160)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Academic Achievement, Academic Aspiration, "Advanced Placement Programs, "College Bound Students, College Students, Comparative Analysis, Educational Background, Evaluation Criteria, Grades (Scholastic), Higher Education, Longitudinal Studies, Majors (Students), Occupational Aspiration, "Predictor Variables, Questionnaires, Selective Colleges, Sex Differences, "Student Characteristics, Student Evaluation Identifiers—Personal Qualities."

Differences, "Student Characteristics, Student Evaluation Identifiers—Personal Qualities Project The college careers of students who had participated in the Advanced Placement Program (AP) in secondary school were studied, based on extensive information on 4,814 students who participated in the Personal Qualities Project, a longitudinal study in nine colleges and universities. The project included information on 1,115 AP and 3,699 non-AP students. The two groups were contrasted on a number of measures: background characteristics, special achievements in secondary school, goals and interests, experience in college, and different measures of success. Various subgroups of AP students were also compared. Areas of study included: how AP and non-AP students compare at the time of college entry; whether AP and non-AP students take a similar academic program on a similar schedule; how AP students perform academically through 4 years, whether there are differences between AP and non-AP students generally comparable for major groups of students; whether advanced placement in particular subjects reduces the likelihood of students taking college coursework in those areas; and whether the AP grade is a useful predictor of college performance. The Personal Qualities in Admissions Research Questionnaire is appended. (SW)

ED 280 359

ED 280 359
Smith, Alan D.
Issues in Business and Medical Education: Brief
Literature Review on Strategic Management of
Health Care Institutions.
Pub Date—[86]
Note—36p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
\*Administrativ
Descriptors—Accountability, \*Administrativ

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, "Administrative Principles, "Administrator Evaluation, Comparative Analysis, "Health Facilities, Higher Education, "Hospitals, "Nonprofit Organizations The literature on the use of strategic management principles by health care organizations is reviewed. After considering basic concepts of strategic management and managerial problems in nonprofit organizations, strategic planning and management of health care organizations are covered. Attention is directed to the health care environment, characteristics of health administration, and hospital performance measures. To measure success in health care organizations, consideration is given to the following approaches: (1) hypothesis testing to measure hospital performance and the use of strategic principles; (2) evaluating managerial characteristics of the hospital administrator, assuming unique operating conditions; and (3) and evaluating hospital performance, assuming general business conditions (strategic planning). It is noted that strategic management emphasized the achievement of objectives as the major aim of the organization. Unique management propositions for hospital administration include: hospitals exhibit some monopolistic traits; goals of voluntary, noaprofit health institutions are different from industrial and business institutions, and the administrator has wide discretion in price setting. (SW) price setting. (SW)

HE 020 176

ED 280 360

Young, Denise L. And Others

Relationships of Leadership and Student Effort to

University Program Quality.

Pub Dato—Apr 86

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-19, 1986).

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MP61/PC02 Plus Postage.
Descriptors.—"Administrators, College Programs, "Educational Quality, Higher Education, Interpersonal Relationship, "Leadership, Learning Experience, "Masters Programs, Regional Schools, Student Attitudes, "Student Experience, Student Participation, "Teacher Attitudes
Links between program quality and the quality of students' experience (or student effort) and the quality of academic leadership were explored through an examination of 10 master's programs in 81 departments at a set of regional universities. Rasmussen's leadership instrument was completed by 90 faculty members, and a modified version of the Pace "Quality of Student Experience" instrument was completed by 270 advanced graduate students. Students assessed their academic experience, participation in selected activities, participation in social events and interpersonal experiences with other students and faculty, and their overall experience in the academic program (e.g., personal development, opinion of the program). Rasmussen's leadership instrument covered several areas concerning administrators' performance: fund a caquisition and management of funds, their contribution to the academic performance fund acquisition and management of funds, their contribution to the academic performance was slightly more important to program quality than administrative performance. Negative relationships were also considered in detail. (SW)

ED 280 361

Young, Denise L. And Others

Research Note: Dimensions of Program Quality in
Regional Universities.

Pub Date—Apr 86

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,

ciation (67th, San Francisco, CA, April 16-20, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—College Curriculum, College Faculty,
College Libraries, "College Programs, Departments, "Educational Quality, "Evaluation Criterris, Higher Education, "Masters Programs,
Productivity, Program Evaluation, "Regional
Schools, Scholarship
Research by Courad and Blackburn on program
quality in master's departments at regional universities was replicated and extended. The present sample doubled the number of departments (from 45 to
33), and added a different state (i.e., the original
study consisted of two southern states). The same
general variables emerged as the strongest predictors, but strengths were lower. The six cluster variables that emerged were: curricular content, fors, but strengths were lower. The six cluster variables that emerged were: curricular content, faculties with degrees from local institutions; acholarly productivity; acope (the number of baccalaureate, masters, and doctoral degree programs); the number of library holdings; and the percentage of faculty without tenure. The results did not vary by state. Although scholarly productivity was the greatest predictor of program quality, the relationship was not a strong one. This indicates that traditional indicators of quality may be valid, but they carry a different weight at regional institutions. Scholarly activity seems to be of greater importance at elite institutions. (SW)

ED 280 362 HE 020 178

ED 280 362

Meyer, Chet

Teaching Students to Think Critically, A Guide for Faculty in All Disciplines. Jossey-Bass Higher Education Series. First Edition.

Report No.—ISBN-1-55542-011-7

Pub Date—86

Note—131p.

Available from—Jossey-Bass Inc., Publishers, 433

Californis Street, Suite 1000, San Francisco, CA

94104-2091 (\$17.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, "Classroom Techniques, Cognitive Development, "College Instruction, "Critical Thinking, Discussion (Teaching Technique), Higher Education, Intellectual Disciplines, "Learning Motivation, Learning Theories, Models, Piagetian Theory, Problem Solving, Student Attitudes, Teacher Workshops,

\*Teaching Skills, \*Writing Exercises
The teaching of critical thinking is discussed, based on the view that methods of teaching critical thinking vary from discipline to discipline. After covering basic concepts related to teaching critical thinking, a framework to examine the process of critical thinking is presented, based on cognitive science and developmental theory, especially the work of Jean Piaget. Practical considerations of classroom teaching are also covered, including two programs that have been successful in teaching the attitudes and skills of critical thinking to college students. The importance of a desire to ponder and a sease of mystery in developing attitudes needed for critical thinking is considered, along with how to create a classroom environment that encourages these attitudes (i.e., an interactive classroom environment in which discussion and problem solving replace lecture as a primary teaching strategy). Also considered are: designing effective written assignments, the advantages of a personal style of teaching, teacher preparation and a model for critical thinking seminars, and the relationship between the teaching of critical thinking and larger cultural values. (SW)

ED 280 363

ED 280 363
Health Services Funding Proposal and Report on
Differential Use Made of a College Health
Center by Faculty and Students. [Final Report].
Eastern Michigan Univ., Ypailanti.
Pub Date.—Jul 83

Pub Date—Jul 8)
Note—67p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Delivery Systems, Fees, Higher Education, Institutional Research, \*Needs Assessment, Program Costs, Program Evaluation, \*School Health Services, State Universities, \*Use

"School Health Services, State Universities, "Use Studies Identifiers—"Eastern Michigan University's health center program and its use by faculty and students were assessed by a select group of faculty, staff, and students. Pocus was on determining an acceptable level of service, insuring an accessible program, and achieving an equitable distribution of student fees. To determine an acceptable level of service, attention was directed to competing college health services, college student health care needs and service delivery systems, expressed demand for service, and the ability of the local health care network to meet demand. Criteria for assessing alternative ways to meet student needs were developed and applied to available options, and common treatment alternatives were evaluated. To make sure that those who benefit from the service support it financially, patterns of student use of health services were assessed and compared with known enrollment patterns. A framework for distributing costs was also developed. It was found that the health center programments the expectations of prospective students and their parents; meets students' specific health care needs; meets expressed demand levels for service; and relates needs to the availability of health care in the community. Recommendations include: user fees should be maintained for physician visits and related services; and a fee should be charged to all students to support the health center. (SW)

ED 280 364

The Successful Mobilization of a Campus Community for Student Retention. Report of the University Retention Steering Committee.

Eastern Michigan Univ., Ypsilanti.

Pub Date—85

Note—659.

Pub Type—Reports - Descriptive (141)

EDRS Price - MFBI/PCB3 Plus Postuge.

Descriptors—\*Academic Persistence, \*College Freshmen, Dormitories, Higher Education, High Risk Students, \*Potential Dropouts, \*School Holding Power, \*School Orientation, Staff Development, \*Student Adjustment, Student College Relationship, Student Participation Identifiers—\*Eastern Michigan University Components of a student retention program at Eastern Michigan University are examined; for each effort to improve retention, project objectives and design, results, and recommendations are presented. Retention initiatives, decided upon as a result of a campus-wide mobilization of effort, include: a student-focused orientation system, a fast track program that consists of a one-day, individualized opportunity for freshmen students and their parents; an orientation pre-session (before fall classes) that

involves program modules such as academic success, careers, personal choices and changes, and
campus involvement; an ongoing orientation course
for first-time college students that is designed to
improve student ajustment and to enhance retention
of high-risk groups; residence halls for freshmess
that provide special support; a research project to
identify freshmen with potential adjustment problems; an academic department retention followusp
project that determines students' intent to return to
the university for the next year; a program that provides incentives for early registration; a project to
identify the benefits of student involvement in the
campus community; a student leadership development project; and a staff development program that
emphasizes institutional policies. (SW)

ED 280 365
University Child Care Proposal.
Eastern Michigan Univ., Ypeilanti.
Pub Date.—Apr 86
Note.—58p.
Pub Type.— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Poetage.
Descriptors.—"College Students, "Day Care Cesters, "Employed Parents, "Employer Supported Day Care, Higher Education, Needs Assessment, Preschool Education, Program Costs, Program Descriptions, Program Development, Program Implementation, School Age Day Care, "School Personnel

Descriptions, Program Development, Program Implementation, School Age Day Care, \*School Personnel Identifiers—\*Bastern Michigan University Options for expanding child care services to Eastern Michigan University students, staff, and faculty are presented by the special assistant to the university are presented by the special assistant to the university one president for university marketing and stadent affairs. The university's policy statement concerning child care services is considered, along with the relationship of these services to student recruitment and retention and employee productivity. After describing the current campus-based preschool program and child development laboratory, examples of four types of employer-sponsored child care are provided: flexible personnel policies, information programs, financial assistance, and direct services. Alternatives for renovating or constructing child care facilities are also considered, as well as capital costs, operating costs, renovation costs, and an operational budget for 1987-1988. Characteristics of an on-site program are covered, including capacity, age range of children, scheduling options, and teacher-child ratios. An implementation timestable and actions required by the college administration of: proposed child care components (e.g., infant and toddier care, after-school care, summer achool); research opportunities; and results of a child care market research study at the university. (SW)

ED 280 366 HE 07
Connor, Patricia A.
M.A. Level Training: A Focus on Application
Pub Date—Mar 85 HE 020 182

Pub Date—Mar 85
Note—12p.; Paper presented at the Annual Messing of the Eastern Psychological Association (Boston, MA, March 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Prics - MF01/PC91 Plus Postage.
Descriptors—College Curriculum, "Community Psychology, Counseling Services, "Counselor Training, Day Care, Degree Requirements, Dray and Abuse, "Educational Objectives, Higher Education, "Masters Programs, Private Colleges, Program Descriptions, "Social Services Identifiers—Alcohol Abuse, "Russell Sage College NY

NY
The master of arts (M.A.) program in community psychology at Russell Sage College's two campuses in New York State is discussed. The program evolved from three interrelated developments: the growth and expansion of community psychology as a discipline, the increasing acceptance within the field of psychology of the M.A. as a terminal degree, and the increase in the number of human service agencies within the geographic locale of the college. Four goals of the program were to: reorient the student's thinking from a traditional model to a new community-oriented model; train the student in a variety of strategies to facilitate changing behavior in community settings; train the student to evaluate the progress of social service programs; and provide the student with evaluation, assessment, and consultation skills. In addition to a core of six community courses, students can choose from among four

tracks: the alcohol and drug abuse sequence, the community counseling sequence, the child care and children's services sequence, and a general sequence (for those who wish to obtain a background in psychology and are not interested in any of the specializations). Students are required to complete an externable and to design and implement a research and/or evaluation study. (SW)

ED 280 367 HE 020 1c Trends in Tuition and Other Basic Student Charges, 1963-64 through 1966-67. With Tepical Student Costs, 1960-81 through 1986-87. Report HE 020 183

Trends is Tuition and Other Basic Student Charges, 1963-64 through 1986-87. With Typical Student Coasts, 1980-81 through 1986-87. Report No. 19-87. State Univ. of New York, Albany. Central Staff Office of Institutional Research. Pub Date.—Peb 87
Note—147p.; Colored cover page will reproduce poorly; two pages contain very small print.
Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptors—College Housing, Community Colleges, Communing Students, Pees, Graduate Students, Higher Education, In State Students, Out Campus Students, Out of State Students, State Colleges, State Students, Out of State Students, State Colleges, State Surveys, "State Universities, "Student Costs, Trend Analysis, "Tuition, Undergraduate Students Identifiers—"State University of New York Data on tuition and other student costs for the State University of New York Culty are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state university of New York Culty are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state university of New York CUNY) are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state university of New York CUNY) are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state students, trends in undergraduate and undergraduate students intends to 1986-1987; trends in basic student charges for undergraduate students in the distribution of other basic student charges for undergraduate students living in campus residence halls, and all other students, by campus, 1980-1987; and trends in the distribution of other basic student charges (books and supplies, transportation, personal, and miscellaneous) for students living in campus residence halls, students living in noninstitutional housing in the distribution of other b

HE 020 184 The Class of 1984: Early Careers of Graduates from the Sixteen Campuses of the University of North

the Stateen Campones of the University of North Carolina.
North Carolina Univ., Chapel Hill.
Pub Date—Oct 86
Note—76p.
Available from—University of North Carolina, P.O.
Box 2688, Chapel Hill, NC 27514-2688.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Descriptive (141) — Tests/Questionnaires (160)

es (160)

Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Pries - MP01/PC04 Plus Postage.
Descriptors—Academic Aspiration, Bachelors Degrees, "Career Choice, "College Graduates, Educational Background, "Employment Experience,
Pamily Characteristics, "Craduate Study, Graduate Surveys, Higher Education, Institutional Research, Majors (Students), Questionnaires,
Student Characteristics, "Student Experience,
Student Financial Aid, Trend Analysis, Unemployment, Vocational Followup
Identifiers—"University of North Carolina
Descriptive data on the employment, socioeconomic backgrounds, educational aspirations, and
college evaluations of 1944 baccalsureate graduates
of the University of North Carolina (UNC) are presented for about 1 year after graduatence graduates
of the University of North Carolina (UNC) are presented for about 1 year after graduation. Graduates'
characteristics are reported, including race, sex, perents' educational level, and income. Also covered
are financial aid and indebtedness, major field of
study, satisfaction with various aspects of their education, graduates' current activities, employed graduates' earnings, location of employment, and
occupation and job satisfaction. For the 5% of the
1984 graduates who were unemployed at the time of
the survey, reasons for their current joblessness are

identified. For the 13% of the graduates continuing their education, information is provided on: program of study, location of institutions, source of income for financing education, undergraduate preparation, and anticipated employment. Finally, comparisons of data from 1974, 1979, and 1984 surveys are presented, along with a discussion of trends of UNC graduates over 10 years. Policy implications and suggestions for future research are also included, along with the questionnaire. (SW)

Abraham, Analey A., Jr.
A Report on College-Level Remedial/Developmental Programs in SREB States.
Southern Regional Education Board, Atlanta, Ga. Public—87
Note—789.

mental Programs in SREB States.
Southern Regional Education Board, Atlanta, Ga. Pub Date—87
Note—78p.
Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (\$5.00).
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MFBL/PCO4 Plus Postage.
Descriptors—Admission Criteria, "College Freshmen, Credit Courses, "Developmental Studies Programs, Educational Policy, Educational Testing, Enrollment Trends, "Evaluation Criteria, Geographic Regions, Higher Education, "High Risk Students, Institutional Characteristics, Program Evaluation, Questionnaires, "Remedial Programs Evaluation, Questionnaires, "Remedial Programs Student Ivaluation, "Student Placement, Two Year Colleges Identifiers—Southern Regional Education Board, "United States (South)
Remedial and developmental programs at two-year and four-year colleges in states belonging to the Southern Regional Education Board (SREB) were studied, along with placement standards for degree-credit, college-level work in SREB states and institutions. These programs, courses, and activities were designed specifically for first-time entering students who lack minimum reading, writing, oral communication, mathematical, or study skills; and/or other basic skills necessary to do freshman-level college work. The investigation covered-background and demographic information about each institution; admissions criteria; extensivence fremedial programs, the size of remedial enrollment, level and programs, the size of remedial renollment, level of courses offered, and exit criteria for remedial courses. Over 80% of the 404 survey respondents had written policies to govern remedial/developmental placement, and two-year colleges were almost twice as likely to have policies than four-year institutions. The questionnaire is appended. (SW)

HE 020 186

Gardner, John A.

Transition from High School to Postsecondary
Education: Analytical Studies. Contractor Re-

port.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Center for Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-309C
Pub Date—Feb 87
Contract—300-83-0251
Note—237p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Tyree—Numerical/Quantitative Data (110)—

DC 20402.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

EDRS Price - MPDI/PC11 Plus Postaga.

Descriptors—\*Academic Aspiration, \*College Attendance, College Bound Students, \*Earollment Influences, Pull Time Students, High Schools, \*High School Seniors, Longitudinal Studies, Majors (Students), Noncollege Bound Students, Parent Financial Contribution, Part Time Students, Postaccondary Education, Self Supporting Students, \*Student Characteristics, \*Student Financial Aid

cial Aid
Identifiers—High School and Beyond (NCES), National Longitudinal Study High School Class 1972
Factors affecting access to postsecondary education for college-age youth were studied, with emphasis on personal characteristics and institutional policies that influence educational appriations and postsecondary enrollments. Data were primarily derived from two databases: the High School and Beried Company of the Compan

yond Study and the National Longitudinal Study of the High School Class of 1972. Using data from 1980 and 1972, high school seniors' educational expectations were examined to determine the influence on attendance of their racial/ethnic background, gender, socioeconomic status, family income, academic performance, and geographic location. The types of colleges selected by students and students' personal characteristics were compared, and factors influencing full-time and part-time attendance and academic fields chosen by students were assessed. Student use of four sources of financing was reported: grants (including scholarahips), loans, assistance from relatives, and their own funds. Data for specific sid programs are included. (SW)

ED 280 371 HE 020 187

Arredondo Victor A.

The Comprehensive Program for the Development of Higher Education: National Strategy (1987-1988).

of Higher Education: National Strategy (1987-1988).
Pub Date—[86]
Note—11p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MFDL/PCBI Plus Pastage.
Descriptors—"College Planning, Educational Development, Educational Needs, "Educational Trends, Enrollment Trends, Financial Problems, Foreign Countries, "Higher Education, Needs Assessment, "Public Policy Identifiers—"Mexico Developments in Mexican higher education and an agenda for a national strategy for 1987-1988 are discussed in a paper prepared for the Mexican secretary of public education. Higher education has experienced quantitative growth and geographic decentralization of educational services. To accommodate the growth in the student population, increasing numbers of teachers have been employed. Additional positive developments include: increased numbers of technological institutes, the creation of terminal intermediate educational programs, and the incorporation of the concept of university autonomy into the nation's constitution. programs, and the incorporation of the concept of university autonomy into the nation's constitution. On the negative side, the following are cited: the copying of academic programs from traditional areas of knowledge without paying attention to social needs; financial problems, leading to disparity among educational subsystems; resource allocation primarily to teaching and administrative functions; and decreasing salaries and investments in research and extension activities. The national strategy for 1987-1988, called the Comprehensive Program for 1987-1988, called the Comprehensive Program for the Development of Higher Education, seeks to improve academic standards, to consolidate the national system of higher education, and resolve financial difficulties. The national strategy takes into consideration national productivity needs, and the improvement of curriculum and research within higher education.(SW)

HE 020 188 ED 280 372 RAJ 280 5/2 HE 020 18
Mercado del Collado, Ricardo
Participative Evaluation for Forming Higher Education
Policy: The National Higher Education
Planning System.
Pub Date—Mar 87

Planning System.

Pub Date—Mar 87

Note—8p: Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 1987).

Pub Type—Reports - Descriptive (141) — Specches/Meeting Papers (150)

EDRS Price - MF01/PC01 Pins Postage.
Descriptors—Change Strategies, "College Pinnning, Coordination, "Educational Cooperation, Pereign Countries, "Higher Education, Needs Assessment, "Public Policy Identifiers—"Mexico Higher education planning in Mexico is discussed, with attention to: conceptual characteristics of Mexico's higher education planning system; relationships among the national, regional, state, and institutional planning levels; and design and operation of the Comprehensive Program for the Development of Higher Education. Responsibilities of national coordinating bodies, regional council, state commissions, and institutional planning units are identified. Since the establishment of a national planning system in 1978, different sectors and governmental bodies have cooperated in the design of educational policy. General planning guidelines were developed, and national and state goals were articulated. Planning efforts concentrated on functions of teaching, research extension, and administrative support. The Comprehensive Program for

the Development of Higher Education was the re-sult of 1 year of meetings and assessments among the different planning levels. A technical advisory board, as well as four specialized technical groups, were created. Problems in higher education were identified, and remedial strategies were proposed.

ED 280 373

HE 020 190
Attrition and Retention of Full-Time, First-Time and Full-Time Transfer Students in Baccalaurente and Anaociate Degree Programs, including Postsecondary Opportunity Students. Class of 1963 and Partial History of Later Cohorts as of Fall 1985. Office of Institutional Research Report No. 4-87.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Pub Date—Feb 87

Note—439p.; Includes: Trends in Attrition and Retention of Full-Time, First-Time Students in Baccalaureate Degree Programs, Classes of 1974 through 1985; and Trends in Attrition and Retention of Full-Time, First-Time Students in Associate Degree Programs, Classes of 1976 through 1985.

through 1933, and Irents in Authriton and Artention of Full-Time, First-Time Students in Associate Degree Programs, Classes of 1976 through
1985.

Available from—State University of New York, Office of Institutional Research, State University
Plaza, Albany, NY 12246.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

EDRS Price - MF01/PC18 Piss Postage.
Descriptors—"Academic Persistence, Agricultural
Colleges, Associate Degrees, Bachelors Degrees,
"College Students, College Transfer Students,
Community Colleges, Full Time Students, Higher
Education, School Holding Power, "State Universities, "Student Attrition, Technical Institutes,
"Undergraduate Study
Identifiers—"State University of New York Results of the 1985 Attrition and Retention Survey of the State University of New York are presented. After a brief narrative explanation of the
report, extensive data on attrition, retention, and
completion are provided for full-time, first-time students and full-time, transfer students at the associate- and baccalaureate degree levels. Data and baccalaureate-degree levels. Data and baccalaureate-degree levels. Data are
provided on the cohort of full-time, first-time baccalaureate students entering in fall 1974 through fall
1981. Associate degree trend data includes the cohort of students entering in fall 1970 through fall
1983. Trend tables permit analyses of attrition and
retention patterns at the individual campus level, by
type of institution, and on a university-wide basis.
Both hesdoount and percentage data for degree and
nondegree recipients are presented in a cumulative
formst. Of those who did not receive a degree, the nondegree recipients are presented in a cumulative format. Of those who did not receive a degree, the number of students still enrolled in the institution, either part-time or full-time, are reported. (SW)

ED 280 374

Mei. Dolores M. And Others
College Bound Program, 1984-85, Final Report.
New York City Board of Education, Brooklyn. Of-

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—[86]

Note—23p.

Pub Type— Reports - Evaluative (142)

EDBS Price - MF91/PC91 Pins Postage.

Descriptors—"Basic Skills, "College Preparation, Educational Objectives, Higher Education, "High Risk Students, Mathematics Skills, Program Evaluation, Public Schools, Pupil Personnel Services, Reading Skills, Skill Development, Writing Skills Identifiers—"College Bound Program, "New York (New York)

Evaluation results for the College Bound (C.B.) program at New York City public schools are presented. The C.B. program seeks to improve reading and mathematics skills of high schools students who are 2 or more years below grade level and to prepare these students for college. It includes basic skills instruction in reading, career and college preparation, and intensive guidance services. During the 1984-1985 school year, C.B. programs operated in 22 high schools. Performance measures for reading, writing, and mathematics achievement of full-year and half-year students are assessed in this study, which also focuses on programmatic goals related to process writing. Assessment shows that the program met its reading and writing objectives and its half-year mathematics objective, but did not meet its full-year mathematics objective. Teachers were trained to use the process approach to writing (i.e.,

involving students in a cycle of pre-writing exer-cises, drafting, revising, and editing). It was recom-mended that C.B. should: continue to provide an integrated approach to guidance and basic skills classes, with attention to mathematics instruction; and encourage teachers of subjects other than En-glish to use process writing techniques as a way to increase student writing across the curriculum. (SW)

HE 020 192 lopment of a Classification System for Post-ondary Courses (CSPEC), Contractor Re-

secondary Courses (CSPEC). Contractor Report.
Applied Systems Inst., Inc., Washington, DC.
Spons Agency—Center for Education Statistics
(OERI/ED). Washington, DC.
Report No.—CS-87-312c
Pub Date—Feb 87
Contract—300-84-0261
Note—91p.; Final report.
Pub Type—Reference Materials—Directories/Cataloga (132) — Reports—Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Church Related Colleges, \*Classification, \*Courses, \*Databases, \*Postsecondary Education, \*Courses, \*Databases, \*Postsecondary Education, \*Tourses, \*Databases, \*Postsecondary Education, \*Courses, \*Databases, \*Postsecondary Education, \*Private Colleges, \*Postsecondary Education, \*Private Colleges, \*Postsecondary Education, \*Courses, \*Databases, \*Postsecondary Education, \*Private Colleges, \*P

"Undergraduate Study Identifiers "Classification of Instructional Programs
The objectives, activities, and results of a project to classify higher education undergraduate courses are summarized. The Classification System for Post-secondary Courses (CSPEC) is based on the structure of the Center for Education Statistics' Classification of Instructional Programs (CIP) but provides a greater level of detail for course titles. By expanding the CIP six-digit code to eight digits, CSPEC allows for the assignment of a unique code for each course under an area of instruction. Catalogs from 60 public and private colleges were used to develop the CSPEC database. In order to determine the reliability and ease of use of CSPEC for survey purposes, a small coding experiment was conducted. Procedures to code a course, using CSPEC, are set forth. For 50 CIP sections, information is provided on results of testing of the CSPEC coding system, with attention to distinctions between similar courses. The 60 colleges are listed, along with information on control, level, and region. Members of the course classification advisory panel are also identified. (SW)

HE 020 195

ED 280 376 HE 020 1 Johnson, David M. Burns, J. Patout Enrollments, Finances, and Student Aid at Catho-lic Colleges and Universities, 1932-1984. A Spe-

lic Colleges and Universities, 1982-1984. A Special Report.
Association of Catholic Colleges and Universities,
Washington, D.C.; National Catholic Educational
Association, Washington, D.C.; National Inst. of
Independent Colleges and Universities, Washington, D.C.
Pub Date—86

ton, DC.
Pub Date—86
Note—42p.
Available from—National Catholic Educational Association, Publications Office, 1077 Thirtieth Street, N.W., Washington, DC 20007 (\$8.00).
Pub Type—Numerical/Quantitative Data (110) —
Reports—Descriptive (141)
EDBS Price —MF91/PO2P Pus Pestage.
Descriptors—"Catholic Schools, "Church Related Colleges, Comparative Analysis, "Educational Finance, Endowment Funds, "Enrollment Trends, Expenditures, Females, Full Time Students, Geographic Distribution, Higher Education, Income, Males, Minority Groups, Part Time Students, Frivate Colleges, Single Sex Colleges, "Student Financial Aid, Two Year Colleges
Information on enrollment, finances, and student financial aid at Catholic colleges during 1982-1984 is presented, based on the Higher Education General Information Surveys and the Student Aid Recipient Data Bank. Narrative summaries and statistical data include: total headcount enrollments from 1978 to 1984 at other private colleges and at five types of Catholic institutions (doctoral universites, four-year colleges, two-year colleges, and The Students in Diocesan Catholic colleges in Studies institutions; headcount and full-time equivalent enrollments for fall 1984 at the 25 largest Catholic institutions; currents in Diocesan Catholic colleges; geographic distribution of colleges with enrollments; full-time and part-time enrollments by level (undergraduate, graduate, and professional); enrollments by minority group and

sex; educational and general revenues and expenditures at other independent colleges and at Catholic colleges; revenues and expenditures by type of college; endowment book value and market value at Catholic and other private colleges; indebtedness at Catholic and other private colleges; and, for specific student aid programs, the average amount of aid; percentage receiving this form of aid; and percentage of costs covered, by income level. (SW)

ED 280 377

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Peotsecondary Institutions in Complying with Part 33 of the Regulations of the Commis-HE 020 196

eral Student Financial Austrance Programs for Use by Postsocondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany.

Pub Date—Jul 86

Note—52p.; Replaces ED 262 740.

Pub Type—Reports - Descriptive (141)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—College Students, Educational Opportunities, "Federal Aid, Fellowships, "Financial Aid Applicants, Grants, Higher Education, Professional Education, "Scholarships, "State Aid, "Student Financial Aid, "Student Loan Programs, Tuition, Veterans, Work Study Programs Identifiers—New York

Descriptions of federal and New York State financial aid programs are provided that may be used in preparing catalogs or bulletins. Information is included on application procedures, method of selection of recipients and allocation of awards, award schedule, and responsibilities of recipients. The state-administered programs include the following: Tuition Assistance Program, Supplemental College Veterans, Regents Awards for Children of Deceased Police Officers and Firefighters, Guaranteed Students, Auxiliary Loans to Assist Students, Higher Education Opportunity Programs. The federal programs include the following: Pell (Basic) Grants, National Direct Student Loan Program, College Work-Study Program, and Veterans Administration Benefits. (SW)

HE 020 229

Stubbs, Paul R.
An Examination of the Academic Decision-Maki Model at John Abbott College, AIR 1986 Annu

Model at John America Forum Paper. Pub Date—Jun 86 Note—36p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires

(160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*College Administration, \*Decision Making, \*Paculty College Relationship, Foreign Countries, \*Governance, Higher Education, Institutional Research, Interviews, Models, Participative Decision Making, Teacher Administrator Relationship
Identifiers—\*AIR Forum, \*John Abbott College

Relationship Identifiers—AIR Forum, "John Abbott College PQ
The academic decision-making model at John Abbott College in Quebec was evaluated, based on interviews with faculty, mid-level managers, and administrators. Interview responses indicated a need for better understanding of the procedural and communication lines of the decision-making process. A general belief existed that academic decisions were frequently made in isolation from the concerns of the college community. The structure was seen as appropriate, but input to the system and dissemination and implementation of decisions were seen as problematic. A number of respondents thought the academic decision-making process had too much emphasis on crisis management (i.e., the process was more reactive than proactive). Many respondents felt that there was too long a time lag between recommendations by the Academic Courilland responses by the academic administration. The majority saw decision-making as a consultative process; however, some saw the mechanism to pro-

duce collegial participation as a sham or a method to avoid conflict and antagonism. It was recom-mended that the mechanism for input to the deci-sion-making process be improved and that academic decisions be clearly enunciated to the college com-munity. The interview questions and organizational charts are appended. (SW)

smunity. The interview questions and organizational charts are appended. (SW)

ED 280 379

HE 020 230

Campbell, Hill F. Spiro, Louis M.

Changing a College Image: Evaluating Admission Strategies through Survey of High School Guidnasce Counselors' Perceptions. AIR 1986 Ansual Porum Paper.

Pub Date—Jun 86

Note—17p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/POBI Plus Postage.

Descriptors—Admissions Counseling, College Faculty, College Programs, College School Cooperation, College Bound Students, College Faculty, College Programs, College School Cooperation, College Students, Comparative Analysis, Higher Education, Institutional Research, Reputation, "School Counselors, Selective Colleges, "State Universities Identifiers—AIR Forum, "State University of New York College at Brockport were compared for 1982 and 1985, Quality assessments were also made for two university centers, nine university colleges, two agricultural and technical colleges, and two private colleges. The 1985 sample consisted of 839 counselors. In both 1982 and 1985, the survey instrument covered: communications between the Brockport campus and the guidance community; quality assessments were also made for two university centers, nine university colleges, two agricultural and technical colleges, and two private colleges. The 1985 asmple consisted of 839 counselors. In both 1982 and 1985, the survey instrument covered: communications between the Brockport campus; image impressions derived from multiple sources, types of students typically recommended to the Brockport campus; bigh school application and articulation trend data; and evaluation of Brockport graduates. In 1982, Brockport campus; image impressions derived from multiple sources, types of students typically recommended to the Brockport or graduates. In 1982, Brockport campus; image impressions standards. (SW)

ED 280 380

HE

HE 020 231

ED 280 380 HE 020 23
D'Atri, Geoffrey A.
Faculty Instructional Activity: Academic Departments' and Central Administrations' Expectations of Institutional Research Data. AIR 1986
Annual Forum Paper.
Pub Date—Jun 86

Pub Date—Jun 86
Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25 1986). Pub Type—Reports - Research (143) — Speeches/Meeting Papern (150)
EDRS Prics - MP01/PO01 Plus Postage.
Descriptors—College Administration, "College Faculty, College Instruction, Computer Oriented Programs, Credit Courses, Databases, Decision Making, "Departments, Enrollment Trends, "Faculty Workload, Higher Education, "Institutional Research, "Management Information Systems, Recordkeeping, Reports, "Resource Allocation

lege rovides individual and grouped instructional faculty load data. The mainframe-generated reports support department heads and administrators in decision-making concerning staffing, merit awards, equity, accountability, planning, and productivity. The reports are best suited to colleges that practice ahared governance, have flexible faculty load policies, and fulfill a primary role of instruction. At Bastern Montana College, data were needed to determine what level of full-time equivalent faculty should be allocated for each department in light of changing course and major field enrollment patterns. Database problems concerned the reporting of instructional mode and concurrent, cross-listed, and team-taught courses. The new reports provide data on five faculty workload factors by level of

instruction. For each instructor, the report summar-izes by department the number of enrollees and stu-dent credit hours produced by level for traditional class instruction and for traditional instruction plus other instruction. The report also summarizes the student credit hours that are produced by each de-partment by level for both traditional and other in-struction. Sample reports are appended. (SW)

HE 020 232 ED 280 381

ED 280 381

McKinney, Richard L. And Others
The Role of Institutional Research in Data Administration and Management. AIR 1996 Annual
Forum Paper.
Pub Date—Jun 86

Note—19p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-23, 1986).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (130)
EDRS Price - MF01/FC01 Plus Postage.
Descriptors—"Computer Oriented Programs, Computer Uses in Education, Data Analysis, Data Interpretation, Disclosure, "Higher Education, Information Needs, "Institutional Research, "Management Information Systems, "Program
Administration, Quality Control, Reports, "Staff Role Role

ED 280 382 HE 020 233

ED 280 382

Kinnick, Mary K.

A Return to the Heart of the Matter: Improving Instructional Program Quality in Postaecondary Education. AIR 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type— Reports— Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—\*College Instruction, \*Educational Quality, Educational Research, Enstruction, \*Education Criteria, Expectation, Feedback, Improvement, Learning Motivation, Learning Theories, Models, \*Post-secondary Education, \*Program Evaluation, Student Attitudes, Student Evaluation, Teaching Methods

Methods

dent Attitudes, Student Évaluation, Teaching Methods Identifiers—\*AIR Forum
Key concepts from theory and research on student learning are discussed, and a conceptual framework to promote the design of local instructional improvement efforts is presented. The objective is to advocate that institutional researchers focus more directly on the basic issues of teaching and learning and to suggest that improving instructional program quality will improve student learning. The framework identifies factors, or intervenors, that affect the type/amount of student learning as well as policies and programs that may affect these intervenors. Six intervenors are covered: student involvenent, learning expectations, assessment and feedback, individualization, instructional methods, and content. The intervenors are used as criteria to review the quality of instructional programs. Three types of improvement strategies are considered: student input (e.g., admissions, financial aid), process (resources and curriculum), and outcomes. Examples of quality improvement strategies for each type

of strategy are identified. Finally, six implications for institutional research focusing on student learning and local improvement efforts are identified including: preparation and continuing education needs of practitioners, and a new role and focus for policy analysis. (SW)

needs of practitioners, and a new role and focus for policy analysis. (SW)

ED 280 383

Yost, Michael, Jr. Chino, Laney

As Economically Driven Enrollment Projections Model, AIR 1986 Answal Forum Paper.

Pub Date—Jun 86

Note—28p; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/POL2 Plus Postage.

Descriptors—"Budgets, College Admission, "College Students, "Bonomic Factors," Enrollment Projections, Full Time Students, Graduate Students, The Committee Students, "Models, Part Time Students, School Funds, Student Costs, "Tuition, Undergraduate Students and Continual Research, Longitudinal Studies, "Models, Part Time Students, School Funds, Student Costs, "Tuition, Undergraduate Students Identifiers—"AIR Forum An admissions/enrollment model was developed using 5 years of data on undergraduate and graduate enrollment, admissions, budget and tuition revenues, and anticipated tuition costs. The model produced estimates of admissions and enrollment numbers required to meet projected increases in the institutional budget. Using a variation of the Markov Model, the model was developed with Lotus Symphony. A menu-driven spreadsheet program was used to develop transitional probabilities. After calculating the projected graduate/undergraduate tundergraduate and graduate enrollment required to meet these revenue requirements were ethe projected education and general budget and tuition revenue increases, the headcount and full-time required to meet these revenue requirements were calculated. The enrollment projections were obtained using full-time and part-time enrollment rescured tuition costs, and the average number of credit hours taken by part-time students. The accuracy of predicting the overall graduate/undergraduate enrollment was within 2%; the enrollment by year in school averaged 4% and was not larger han 10%; and the number of admissions applications, acc

ED 280 384 HE 020 235

Dean, Robert L.
Cognitive, Pedagogie, and Financial Implier
of Word Processing in a Freshman E
Program: A Report on Two Years of a Lon
and Study. AIR 1986 Annual Forum Pape

aal Study. AIR 1986 Anamal Forum Paper.
Pub Date—Jun 86
Note—22p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—2 College English, College Freshmen,
Comparative Analysis, \*Computer Assisted Instruction, \*English Instruction, Higher Education, \*Microcomputers, Program Costs, \*Teacher
Student Relationship, Time Factors (Learning),
Writing (Composition), \*Writing Skills
Identifiers—\*AIR Forum
Results of 2 years of applying microcomputing

Writing (Composition), "Writing Skills Identifiers—"AIR Forum Results of 2 years of applying microcomputing technology in a college freshman English program at a medium-sized university are reported. Using a cross-factorial research design, six instructors and six control and six experimental sections were studied to determine the cognitive, pedagogic, and financial implications of the microcomputer application. Attention was directed to the effects of word processing on: student composition skills, faculty time spent in teaching, class preparation, grading, and student consultation; student-faculty interaction; and costs of creating and operating, a microcomputing lab facility. Findings include: students using this technology as measured by the standard Houghton-Mifflin College English Placement Exam; instructors spent about 22% more time with the word processing section compared to the section not using this equipment; the average cost per computer workstation hour per student was 39 cents, or \$468 per semester for a section of 25 students. Cognitive data from the previous year showed the word processing section outperforming the control group section. (SW)

ED 280 385

HE 020 236

valuation of Administrators by Subordinates: Cafeteria Approach. AIR 1986 Annual Foru

Paper.
Pub Date—Jun 86

Note—21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Administrator Evaluation, "Evaluation Methods, Higher Education, Questionnaires, "Rating Scales, "Supervisors, "Teacher Administrator Relationship, Two Year Colleges (Rating Scales, "Supervisors, "Ieacher Administrative evaluation system that has been operational at Vincennes University Junior College (Indiana) for 5 years are described. All professional university evaluate all personnel with supervisory responsibility who are above them in the chain of commanity purpoyees are annually given the opportunity to evaluate all personnel with supervisory responsibility who are above them in the chain of commanity propersions of the evaluation is self-improvement. The "cafeteria system" allows each administrator to select those items on which he of she will be evaluated, and also includes a university-wide core of items on which all staff members are evaluated. The evaluation instrument, which is appended, contains 99 items. Each respondent chooses 15 items on which she will be rated from the following categories: evaluating personnel; community relations, openness and flexibility plannins, budgeting, and which he/she will be rated from the following categories: evaluating personnel; community relations; openness and flexibility; planning, budgeting, and prioritizing; leadership; personnel management; communication; overall perception of performance; promotion of quality programming; and organization. Each staff member is also rated on 15 core items, which are listed. A sample rating form for an administrator at the college is included. (SW)

HE 020 237

ED 280 386 HE 020 237
Oerly, Diane
Decision Support: The Keys to Success. AIR 1986
Annual Forum Paper.
Pub Date—Jun 86
Note—21p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Information Analyses (070) — Reports
- Descriptive (141) — Speeches/Meeting Papers
(150)

(150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, \*College Planning, Computer Oriented Programs, \*Databases, \*Decision Making, \*Departments, Higher Education, \*Institutional Research Identifers—\*AIR Forum, \*Decision Support Systems

Identifiers—\*AIR Forum, \*Decision Support Systems
Characteristics of a decision support system (DSS) and factors that influence system design are described, along with a decision support database at the University of Missouri-Columbia. Reasons that the institutional research office is in a unique position to support decision-making are identified. A review of the literature of DSS briefly covers three types of managerial activities: strategic decision-making, management control, and operation control. Each of these activities requires separate planning and control systems. Attention is directed to: decision theory and style, which is an important precursor to the design of a DSS; the proliferation of personal computers; the institutional environment (e.g., graduation requirements of different schools within the university); and the conversion of data into information. At UMC, the development of a departmental database (DDB) provided a mechanism for integrating the data from different sources into the information needed for strategic decision-making and control. One of the primary functions the DDB performs is to convert all data from operational systems to a single departmental structure. The contents and uses of the DDB are described. (SW)

ED 280 387

ED 280 387 HE 020 238 Hall, Eleanor R. And Others
Role Demands and College Experiences of Minority and White Men and Women. AIR 1986 ity and White Men Annual Forum Paper. Pub Date-Jun 86

Note—23p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF61/PC03 Plus Pastage.
Descriptors—Academic Achievement, "Academic Persistence, American Indians, Black Students, Pull Time Students, Grades (Scholastic), Higher Education, Hispanic Americans, "Minority Groups, Nontraditional Students, Parent Role, Part Time Students, Sex Role, Student Attitudes, Student Attrition, "Student Employment, "Undergraduate Students," White Students Identifiers—"AIR Forum Minority and white students at an urban university were compared on roles and on the correlates of overall satisfaction with the university and retention. The sample consisted of 1,497 undergraduates: 1,370 white students, 148 black students, 20 Native Americans, and 14 Hispanics. The black, Hispanican Native American students were combined to form a minority category. For the 520 freshmen and sophomores, data were obtained on retention for the fall 1985 semester. Minority women had relatively high role demands; a higher percentage had children than did white women. Minority men's role demands were less since a higher percentage were relativities students than were white men. For minority women, the helpfulness of university staff (adviers/secretaries and bookstore/parking/cashierstaff) was correlated with overall satisfaction with the university. Retention was related to grades with the university. Retention was related to grades with ore full-time student status, few or no children, short or no working hours, and use of financial aid, short or no working hours, and use of financial aid, to financial factors. For white men, these insums were full-time student status, few or no children, short or no working hours, and use of financial aid, while for women, living with parents was a factor. For women, parenthood was not related to dropping out of the university. (SW)

out of the university. (SW)

ED 280 388

HE 020 239

Jacobson, Harvey K. And Others

Setting the Agenda in Fund Raising Research:
Lessons from Contrasting Strategies. AIR 1986

Annual Forum Paper.

Pub Date—Jun 86

Note—28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/POL2 Plus Postage.
Descriptors—Church Related Colleges, Cost Effectiveness, Fund Raising, \*Higher Education, Institutional Advancement, \*Institutional Research, Liberal Arts, Models, Philanthropic Foundations, Private Colleges, \*Private Financial Support, Program Effectiveness, \*Research Design Identifiers—4IR Forum

Three strategies for conducting research on private gift fund raising in higher education are discussed to promote interaction between institutional researchers and fund-raising officials. Attention is directed to: progress on standardized reporting for cost-effectiveness research; applications of a model or measuring effort, performance, and effects of for measuring effort, performance, and effects of directed to: progress on standardized reporting for cost-effectiveness research; applications of a model for measuring effort, performance, and effects of fund-raising programs; a study of foundation support in private liberal arts colleges; and a study of educational fund raising in church-affiliated colleges. The three strategies consist of a process model, a predictive/ prescriptive model, and a purposive subsets model. The Jacobson process model is advantageous to researchers who wish to consider system changes over time and it also allows decision makers to state program objectives in terms of indicators. The Dean study of small church-related colleges advances a predictive formula for determining fund-raising potential and presents modifications in leges advances a predictive formula for determining fund-raising potential and presents modifications in the formula that allows it to be used prescriptively to examine fund-raising potential and to maximize efforts directed at obtaining funds. The purposive subsets approach by Mack focuses on samples of Liberal Arts II colleges and foundations. A five-page reference list concludes the document. (SW)

ED 280 389 HE 020 240 ED 200 369 Terkla, Dawn Geronimo Wright, Susan M. Enrollment Management: Factors That Influence College Choice, AIR 1986 Annual Forum Paper. Pub Date—Jun 86

Pub Date—Jun 86

Note—21p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-23, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP0I/PC01 Plus Postage.
Descriptors—\*College Applicants, \*College

Choice, Decision Making, Engineering, \*Enroll-ment Influences, Geographic Regions, Higher Ed-ucation, Institutional Characteristics, Institutional Research, Liberal Arts, Place of Res-idence, Prestige, \*Private Colleges

leges. School Location, School Size, Student Coats
Identifiers—\*AIR Forum, \*Tufts University MA
Factors that influenced applicants' decisions to attend Tufts University, a private institution in Masachusetts, were studied based on a 1985 survey. Enrollment decisions were examined for the following groups: matriculants and nonmatriculants, libral arts and engineering applicants, applicants from each of seven geographic regions, applicants who chose to attend Tufts over six top competitors, and applicants who chose to attend public institutions. Applicants completed a survey and listed in order of importance the three factors that most influenced their final college choice. Location was one of the most frequently cited factors for the total sample and for each of the subgroups examined. Both institutional prestige and academic reputation were frequently cited as important factors in the final college choice by accepted applicants. Size was an important factor for students selecting Tufts over some of its major competitors, while finances were an important factor for students who decided to attend public universities. Factors that were cited less frequently were: the social environment, the adult influence, admissions activities, sthletics, and postgraduste jobs. (SW)

ED 280 390

HE 020 241 Porter, John D. Matt, Joseph J. Classroom Utilization: Placing Departments on a Scheduling Diet. AIR 1986 Annual Forum Pa-

per. ab Date

per.
Pub Date—Jun 86
Note—21p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classrooms, "Departments, Higher
Education, Institutional Research, "School use.
Schedules, "Space Utilization, "State Universities
Identifiers—"AIR Forum, "Arizona State University

Schedules, "space Utilization, "state University Identifiers—"AIR Forum, \*Arizona State University The distribution of course start times throughout the day at Arizona State University was analyzed to improve classroom utilization at a large urban university. Departments responsible for peak period utilization were also identified, and students were surveyed to determine interest in taking courses outside the peak period. It was found that academic departments were independently scheduling a disproportionately large number of course sections in a relatively small span of morning time periods. One reason given by departments for morning scheduling was student preference. A total of 400 students were questioned about whether they preferred courses in the morning, afternoon, or evening, and why. Subsequent analysis of department course offerings scheduled during these peak hours identified key departments able to adjust their scheduling time without disrupting course availability. In the first year after the peak hours report was presented to the academic deans, a significant decrease in peak period class scheduled during the peak usage periods. (SW)

HE 020 242

ED 280 391 HE 020 242

Malaney, Gary D.

To Preserve or Eliminate Student-Designed Interdisciplinary Graduate Degree Programs: Evaluating a Specific Program. AIR 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—20p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type— Reports - Evaluative (142) — Specches/Meeting Papers (150)

EDRS Price - MFBI/PCDI Plus Postage.

Descriptors—Alumni, College Faculty, College Programs, Faculty Advisers, Graduate Students, "Graduate Students, "Graduate Student, "Interdisciplinary Approach, "Nontraditional Education, Program Evaluation, State Universities, Student Attitudes, "Student Educational Objectives, Teacher Attitudes Identifiers—"AIR Forum, "Ohio State University

A program at Chio State University that allows graduate students to develop self-designed interdisciplinary degree programs is described (the "One-of-a-Kind" program). An evaluation of the "One-of-a-Kind" program is described (the "One-of-a-Kind" program. An evaluation of the program was undertaken by surveying: 6 current students and 15 graduates of the program since its inception in 1972; faculty members who were not involved in the program. Generally, the results showed that students and faculty participants were supportive of the program. In open-ended survey questions, respondents discussed both administrative and academic problems: students focused more on the administrative problems, while faculty concentrated more on academic problems. Based on the evaluation, it was recommended that the program be retained. While only a small number of students use the program, it was generally viewed as a good option for some students. Additional recommendations to improve the program are offered, and a review of the literature on interdisciplinary and self-designed programs is included. (SW)

HE 020 243 EAS 480 392.

Cook-Fuller, Charlotte Dumont, Richard G.

Should Non-Tenure-Track Faculty Participate in
University Governance? An Empirical Investigation of Faculty Attitudes. AIR 1986 Annual

Forum Paper. Pub Date—Jun 86 Note—21p.; Paper

Pub Date—Jun 86
Note—21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL. June 22-25, 1986). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, College Governing Councils, Departments, Eligibility, \*Governance, Higher Education, \*Nontenured Faculty, \*Participative Decision Making, State Universities, Teacher Attitudes, \*Teacher Participation, \*Tenured Faculty
Identifiers—\*AIR Forum, \*Towson State University MD

sity MD

Views concerning the participation of nonten-ure-track faculty in campus governance were sur-veyed at Towson State University (Maryland). In ure-track faculty in campus governance were surweyed at Towson State University (Maryland). In
spring 1985, a questionnaire was sent to all 425
full-time faculty members at the university, and 298
responses were obtained. Only 3% of nontenure-track faculty responded to the questionnaire,
compared to 70% of teaured and tenure-track facuity. The sample was overrepresented by both tenure-track faculty and those in the upper ranks of
professor and associate professor, and underrepresented by those with the fewest years of service at
the university. The questionnaire focused on the
level of governance at which participation might
occur, the nature of participation, and whether or
not nontenure-track faculty should be perment that nontenure-track faculty should be expected and/or permitted to participate in
governance at the departmental level than at the
university senate level, where attitudes were more
polarized. Attitudes by rank, age, college, and other
variables were assessed. (SW)

ED 280 393 HE 020 244

Budig, Jeanne E. An Evaluation of Education Pro-Paper. ition of a Junior College Developmental on Program, AIR 1986 Annual Forum

Pub Date—Jun 86
Note—22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PCD1 Plus Pustage.
Descriptors—Academic Persistence, Academic Standards, \*Community Colleges, \*Developmental Studies Programs, Higher Education, \*High Risk Students, \*Program Evaluation, \*Student Evaluation, Student Placement, Two Year Colleges, Two Year Colleges Students Identifiers—\*AIR Forum, \*Vincennes University IN

IN

A mandatory developmental education program
at Vinceanes University Junior College (Indiana)
was evaluated, based on Roueche's standards for
successful developmental programs. The college
tests all incoming students whose scores on the
American College Testing Program/Scholastic Aptitude Test suggest the need for remediation. Students who need remediation are placed in

developmental reading, writing, and mathematics courses, as required. Additional options include study skills, speech, and spelling courses. Evaluation findings include: placement tests given during freshman orientation indicated that about oncentral courses; those who tested out of developmental courses exhibited significantly higher persistence and graduation rates than either the large developmental population or the entire class; women completed more hours and had higher first and second semester grade point averages, and the retention rate of developmental students (to fourth semester) was about 52%. A statement of the college's developmental placement policy is appended, along with information on the statistical programs that were used to evaluate students. (SW)

HE 020 245

Stevens, Patricia Francis, Sybil E.
Continuing Education: Competition or Complement to Credit Instruction. AIR 1986 Annual Forum Paper. Pub Date—Jun 86

Pub Date—Jun 86
Note—29p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires

Meeting Fapers (130) — Tests/Questionmaires (160)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adult Education, "Adult Students, 
"College Students, Community Colleges, "Continuing Education, Courses Enrollment Influences, Higher Education, "Lifelong Learning, "Noncredit Courses, Questionnaires, Student Characteristics Identifiers—"AIR Forum, Lakeland Community College OH, Lee College TX
The question of whether noncredit, continuing education courses at the college level compete with or complement credit offerings is considered, based on surveys at Lakeland Community College (Ohio) and Lee College (Texas). For Lakeland College, there was some potential competition from non-

on surveys at Lakeland Community College (Ohio) and Lee College (Texas). For Lakeland College, there was some potential competition from non-credit classes in specific subjects. Lakeland Community College tests innovative courses through lifelong learning, and then converts the successful courses to credit offerings. At Lee College, most courses are not converted to credit classes. Potential competition between credit and noncredit programs was identified by the research, including noncredit students who would enroll in credit classes if that were all that were available to them. Continuing education was found to positively affect students' attitudes toward further learning, and a large majority aid noncredit classes had increased the likelihood of their taking credit courses in the future. Information is presented on: reasons for enrolling in continuing education, reasons for selecting courses, how students first learned about the programs, credit versus noncredit choices, and demographic characteristics of the student respondents. The questionnaire is appended. (SW)

ED 280 395

ED 280 395

HE 020 246

Lenning, Oscar T. Mohnkern, Donald F.
Programming Dramatic Decreases in Freshmen

Attrition: We Can Make It Happen and IR Can

Help, ARI 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—25p.; Paper presented at the Annual Forum

of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports -Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MP6I/PC01 Plus Pestage.

Descriptors—"Academic Persistence, "Ancillary
School Services, College Freshmen, "College Students, Faculty Development, Higher Education,
"Institutional Research, "School Holding Power,
Student Attrition, Student Development
Identifiers—"AIR Forum, "Roberts Wesleyan College, NY

Student retention at Roberts Wesleyan College, NY

Student Tetention at Roberts Wesleyan College, NY

Student Diberal arts college in New York State, is
discussed, and an overview of the college is presented. Consideration is given to changes that were
made on the campus starting during fall 1933 that
may have promoted student development and retention. These developments include: an innovative
learning center, a freshman seminar, changes in the
opening freshman orientation program, hiring a Director of Carriculum and Faculty Vitality, a faculty
growth contract system, and improved on-campus
counseling services. The percentage of entering

freshmen dropping out during the first 6 weeks de-creased from 12% in fall 1982 to 1% or 2% in fall 1984 and 1985. However, since many students post-poned dropping out until the summer following the freshman year, it is recommended that attention be devoted to post-freshman retention. In addition, there is a need to focus attention on the more able students since they increased markedly as a per-centage of those dropping out prior to the sopho-more year. The importance of institutional reserved to student retention improvement is also discussed. (SW)

ED 280 396 HE 020 247

ED 280 396 HE G2O 24
Frackmann, Edgar
The Emergence of Institutional Research and the
Use of Microcomputers: New Roles for Institutional Researchers in Western Europe Higher
Education Institutions. AIR 1986 Annual Forum

Use of Microcomputers. New Roles for institutional Researchers in Western Europe Higher Education Institutions. AIR 1986 Annual Forum Paper.

Pub Date—Jun 86
Note—24p; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, College Planning, "Computer Oriented Programs, Databases, Decision Making, Foreign Countries, Government School Relationship, "Higher Education," Institutional Research, "Microcomputers, Political Influences, Technological Advancement Identifiers—"AIR Forum, Europe, "West Germany The use of computers by institutional researchers is considered, with a focus on West Germany and Europe. Two developmental stages concerning higher education, and the functioning of microcomputers as decentralized computing power. Databases at the institutional level and statistical databases on the state and federal level operate mainly for government decision—making, Institutional research in Germany does not mean self-study for strategic planning of an individual university. Stages of information technology (batch systems, the online-system, and microcomputers) are considered. New roles for institutional researchers in Germany are projected: to enhance institutional planning, policy formation, and decision-making; to manage information; to help the end-users at the operational and strategic levels use their computers; to promote empirical investigations and the use of stabases by the institutional research office; and to automate offices within the university. (SW)

HE 020 248

Liebmann, Jeffrey D.
Non-Academic Employees in Higher Education: A
Historical Overview. AIR 1986 Annual Forum Paper. Pub Date-Jun 86

Pub Date—Jun 86

Note—23p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Historical Materials (660) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Pestuge.
Descriptors—Case Studies, \*Employment Patterns,
Foreign Countries, \*Higher Education, Institutional Research, \*Nonprofessional Personnel,
\*Paraprofessional Personnel, Personnel Management, \*Professional Personnel, \*School Personnel, Staff Utilization
Identifiers—\*AIR Forum

ment, \*Professional Personnel, \*School Fersonnel, Staff Utilization Identifiers—\*AIR Forum

The history of nonacademic staff in Western European and U.S. colleges is traced, and employment patterns at one major research university since 1924 are examined, since nonacademic personnel management is one concern of institutional researchers. Nonacademic staff are categorized as follows: professional nonfaculty, clerical/secretarial, technical paraprofessional, skilled crafts, and service/maintenance. A change in the employment structure of U.S. colleges in the late 1960s is attributed in part to a rise in scientific research and instruction, a concern for the well-being of students, and changes in business technology. The case study university created a nonacademic personnel office unit in 1956 when the most significant increase in nonacademic staff seemed to be for library and research staff and for laboratory and research technicians. By 1984 the most significant increase was for nonacademic professional staff, which represented nearly half the

total nonacademic employees. Secretaries and cleri-cal employees account for the largest single body of nonacademic employees. Today, the percentage of nonacademic staff is almost equal to the percentage

of faculty. (SW)

ED 280 396

Previtt, Sidney A. And Others

Preventt, Sidney A. And Others

Preventting the Effects of Higher Education Appropriations on Local Economies. AIR 1986

Annual Forum Paper.

Pub Date—Jun 86

Note—25p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-23, 1986).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—Budgets, Business Cycles, \*Beconomic Climate, Employment Projections, Enrollment Projections, \*Higher Education, Models, \*Prediction, Productivity, Public Colleges, \*Resource Allocation, Retalling, Rural Areas, \*School Business Relationship, School Community Relationship, State Universities, Statewide Planning, Taxes, Urban Areas

Relationship, School Community Relationship, State Universities, Statewide Planning, Taxes, Urban Areas
Identifiers—\*AIR Forum, \*Texas
An economic model of the effects of colleges on their communities was developed. The Texas Input-Output Model was modified into a higher education budgetary model. Included were the positive benefits of tax savings and estimates of the net effect on various communities in which state-supported colleges and universities are located. The output measures were sales and employment. While the model was developed to illustrate the statewide effects of budgetary changes for all Texas colleges and universities, a fictitious urban and rural university were used for illustration. Equations for the budget employed in the counties in the previous year, fall tenrollment at each campus, budgeted appropriations for the previous fiscal year, and the estimated effects of the budgets on local economies. For both universities, employment and enrollment projections and retail sales estimates take into account the following conditions: no change in the previous budget, 10% reduction in the budget, and 5% increase in the budget. Several tables are provided. (SW)

ED 280 399

Rajanekhara, Koosappa
Perceptions and Performance of Currently Enrolled and Not Currently Enrolled Students:
Results of a Cooperative Effort among Communaity Colleges. AIR 1986 Annual Forum Paper.
Pub Date—Jun 86
Note—17p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986)
Pub Type—Reports -Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, "Academic Persistence, "Community Colleges, Comparative Analysis, Dropouts, Education, and Assessment, "Enrollment Influences, Followup Studies, Higher Education, Institutional Research, Occupational Aspiration, Outcomes of Education, "Public Colleges, State Programs, Student Attribudes, "Student Attrition, Student Characteristics, Student Employment, "Two Year College Students Identifiers—"AIR Forum, Maryland

tics, Student Employment, "Two Year College Students
Identifiers—"AIR Forum, Maryland
The goals and aspirations of 35,950 students who had attended Maryland community colleges were surveyed 18 months after college entry. For first-time credit students who entered college during fall 1982, comparisons were made of two groups who returned usable responses to mailed questionnaires. The first group consisted of 5,133 students who were still enrolled in spring 1985 (currently enrolled or continuing) and the second group consisted of 6,360 students who were not currently enrolled (nonreturning). The statewide and campus followup of students who were not currently enrolled for the students who were not currently enrolled fine the students who were not currently entitled to the students who were not currently entitled to the students as the college, grade point average, employment, student second of the students accomplish individual goals. The typical respondent was white, female, and 29 years old and had enrolled in either transfer or occupational programs. It was found that nearly 67% of currently

enrolled students wished to obtain either a college certificate or degree compared to 42% among non-returning respondents. The nonreturning students gave conflict with job, educational goal achieve-ment, and insufficient funds as the main reasons for not returning to college. (SW)

not returning to college. (SW)

ED 280 400

HE 020 251

Dold, Charles N. Duff, Franklin L.

A System for Monitoring the Adjustment of Graduates to the Changing Job Market. AIR 1986

Annual Forum Paper.

Pub Date—Jun 86

Note—45p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FI., June 22-25, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/FC02 Plus Postage.

Descriptors—Alumni, "College Graduates, College Programs, Comparative Analysis, Computer Oriented Programs, "Education Work Relationship, Employment Experience, "Graduate Surveys, Higher Education, Information Systems, Institutional Research, Job Satisfaction, Labor Markt, Learning Experience, Longitudinal Studies, "Majors (Students), Salaries, Student Attitudes, Unemployment.

Learning Experience, Longitudinal Studies, "Majors (Students), Salaries, Student Attitudes, Unemployment Identifiers—"AIR Forum, "University of Illinois A computerized system set up at the University of Illinois for monitoring graduates and their experiences in the labor market is discussed, along with trends among graduates that have occurred over an II-year period. The university initiated studies of graduates in 1972. About one-third of the content of the surveys is devoted to vocational questions, 20% to postgraduation educational experiences, and the remaining 50% to respondents' views about the institution and its programs. Comparisons are made for bachelor's graduates one year after graduation by field of study for 1974, 1976, 1977, 1979, and 1982. The following disciplines are covered: business, education, engineering, mathematics and sciences, social sciences, and humanities. The comparison concerns the following variables: the unemployment rate, the percentages of students who secured their first job prior to graduation and after graduation, level of job astisfaction, attitudes toward the college major, and an average salary index. Also considered are longitudinal data on these variables for the class of 1973. Based on the results, it is suggested that post-graduation experiences of college graduates may not match the general job market trends for graduaties. (SW)

ED 280 401 HE 020 252

ED 280 401

HE 020 252

Budig, Jeanne E.

Comparable Worth and the Office of Institutional
Research. AIR 1986 Annual Forum Paper.

Pub Date.—Jun 36

Note.—14p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).

Pub Type.—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MFBI/PCDI Plus Postage.

Descriptors—"College Faculty, "Comparable
Worth, Court Litigation. "Employment Practices,
Federal Legislation, Higher Education, Personnel
Policy, "Salaries, "Salary Wage Differentials,
"Sex Discrimination
Identifiers—"AIR Forum
Comparable worth and pay equity issues are considered, along with implications for college institutional researchers. Comparable towth is generally
defined as a policy of paying equal pay for work of
comparable value. After discussing the issues and
tracing relevant legislation, attention is directed to
ways that the institutional research office can work
with the personnel director, affirmative action officer, recruitment staff, and legal staff. Included are
data on average earnings of men and women by age,
salary differences for working women and men's
earnings for different occupations. Advantages of
comparable worth include elimination of alleged
wage discrimination, reversal of historical stereotypes that have undervalued women's jobs, while
disadvantages include the fact that there is no universal standard of how to measure comparable
worth and that implementation costs are high. A
faculty member of the opposite sex for the performance, under similar working conditions, of a job
requiring substantially equal skill, effort, and re-

sponsibility. (SW)

ED 280 402

Smith, Edwin R. Bissonnette, Kathleen K.

A Comparative Analysis of the Economic Benefits
of Nonresident Students. AIR 1986 Annual Fo-

Smith Edwin R. Bittonnette, Kathleen K.
A Comparative Analysis of the Economic Benefits
of Nonrealdent Students. AIR 1986 Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPOI-PCOI Plus Postage.
Descriptors—"College Students, Comparative
Analysis, "Beconomic Factors, "Expenditures,
Higher Education, "Out of State Students, Purchasing, School Business Relationship, "School
Community Relationship, Tuition
Identifiers—"AIR Forum, Economic Impact,
"West Virginia
The economic contribution of nonresident college
students to West Virginia's economy was examined.
Comparisons were also made to the economic costs
and benefits to the state of visitors to the state's
parks system. The economic benefits of nonresident
students on the West Virginia conomy was extamined.
Omparisons were also made to the economic costs
such tendents to the state of visitors to the state's
parks system. The economic benefits of nonresident
students on the West Virginia economy was estatraded by summing the approximated effects of
three major categories of direct impact: tuition and
fees, visitor expenditures, and student living expenses. A multiplier was used to estimate an indirect
economic impact. The same methodology was used
to estimate out-of-state visitor spending with the
parks systems, as well as a per student state educational
subsidy (the differences between the state investment per full-time equivalent student and student
charges (tuition and fees). In 1983-1984, the overall
economic return to the state on its investment in
nonresident student education approached three
dollars for each state tax dollar invested. There was
a higher benefit-to-cost ratio associated with
out-of-state state parks visitors compared with that
associated with nonresident students. (SW)

HE 020 254

ED 280 403
Grosset, Jane M. Hawk, Thomas R.
Construction and Application of a Socio-Economic Status Veriable. AIR 1986 Annual Forum Paper.
Pub Date—Jun 86
Note—37p; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25; 1986).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Pustage.
Descriptors—Academic Persistence, Community Colleges, Economic Factors, Educational Attainment, Grade Point Average, Higher Education, "High Risk Students, Income, Institutional Research, Low Income Groups, Models, "Predictor Variables, Reading Stills, "Socioeconomic Status, "Student Attrition, Two Year Colleges, "Two Year College Students, Unemployment Identifiers—"AIR Forum, "Community College of Philadelphia PA
A socioeconomic status (SES) variable was developed and tested as a way to halp theories her rich to the control of the state of the search of the state of the search of the control of the search of the

Identifiers—"AIR Forum, "Community College of Philadelphia PA A socioeconomic status (SES) variable was developed and tested as a way to help identify high risk college students at the Community College of Philadelphia. Each city zip code was placed into either the lower, middle, or upper category, and students were assigned a SES measure based on their resident zip code. Using city-wide census data, the following five categories of economic and social indicators were available for all the 49 zip codes: sopulation, income, poverty, educational attainment, and employment in the civilian labor force. Seven out of 13 variables were retained and factor analyzed: mean per-capita income, median household income, percentage of persons below the poverty level, percentage of high school and college graduates, percentage of individuals on unemployment, and percentage of individuals on unemployment, and percentage of individuals on unemployment; Significant differences were found across SES groups for the following high-risk student indicators: reading placement test scores, grade point average (GPA), and course withdrawals. The SES variable was also applied in a holistic assessment for four outcome groups: high GPA dropouts, low GPA dropouts, students who were still enrolled, and completors. Numerous tables and a map are provided. (SW)

ED 280 404

Hearn, Jumes C. Corcoran, Mary E.
The Organisational Ecology of Institutional Resourch: An Exploration of the Factors behind the Fragmentation of the Institutional Research Enterprise. AIR 1986 Annual Forum Paper.
Pub Date.—Inc. 86. Pub Date—Jun 86

-28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

(26th, Orlando, FL, June 22-23, 1986).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plas Postage.
Descriptors—Case Studies, \*Centralization, College Environment, \*Decentralization, \*Higher Education, \*Institutional Research, \*Organizational Theories, Power Structure, School Organizational Computer School Organization Computer School Organizational Computer School Organization Com

Identifiers-\*AIR Forum, \*University of Minne-

Identifiers—\*AIR Forum, \*University of Minnesota
Theories concerning the organizational dynamics underlying the dispersion of institutional research activities within colleges are proposed. Two theoretical arguments concern whether or not a centralized, monopolistic institutional research office will be found on a given campus: the informational legitimacy argument and the limited attention argument. Each reflects on the often umanageable connections between information and power in organizations. The third theoretical argument, theorganizational contingency argument, concerns the nature of fragmentation on a given campus. This argument suggests that the particular trajectory of institutional research fragmentation on a campus depends on specific organizational conditions on that campus, as well as on external forces. The applicability of the theoretical perspective is considered, based on a case study analysis of the University of Minnesota. Informational legitimacy was found to be a factor in the fragmentation of institutional research, and limits on attention at the central level were also active in fragmentation include: the external environment, personalities and career paths, management styles, and power arrangements. (SW)

HE 020 256

ED 280 405 HE 020 25 Kanarek, Elien Armstrong A Survey of Rutgers University Scholarship Recipients. AIR 1966 Annual Forum Paper.

Pub Date—Jun 86
Note—25p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

Pub Type—Reports - Researca (143) — Specines/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Choice, "College Students,
Educational Quality, "Enrollment Influences,
Higher Education, Institutional Research, "Merit
Scholarships, "Student Experience, "Student Re-

Identifiers-\*AIR Forum, \*Rutgers the State Uni-

Identifiers—\*AIR Forum, "Rutgers the State University NJ The effect of Rutgers University's merit-based scholarship program on attracting talented students, students' experiences at the university, and the provision of high quality education was studied. The university merit awards fell into four categories: Rutgers Presidential Scholar Award, five National Merit and five National Achievement Scholarships, and College Scholar Awards. A total of 204 scholarship recipients during 1980-1983, of whom 179 were still enrolled at Rutgers in spring 1984, were contacted, and a respondents, the scholarship offer was a very important or an extremely important factor in the decision to attend the university. The offer also had a favorable effect on the scholars attitude toward the university. The majority of scholarship recipients had applied and been admitted to at least one other institution besides Rutgers. In general, the scholars were satisfied with their experiences at the university and more than half indicated that their opinion of Rutgers' scademic quality had improved since enrollment. Differences in responses among the four types of scholarship recipients are also considered. in responses among the four types of scholarship recipients are also considered. (SW)

ED 280 406 HE 020 257

Chan, Susy S.
Making Strategic Planning Work: Experiences
from a Private University. AIR 1986 Annua Forum Paper. Pub Date—Jun 86

ote—26p.; Paper presented at the Annual Forum of the Association for Institutional Research

(26th, Orlando, FL, June 22-25, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Budgeting, Case Studies, Catholic
Schools, "Change Strategies, "Church Related
Colleges, "College Administration, "College
Planning, Decision Making, Higher Education
Identifiers—"AIR Forum, DePaul University IL,
"Strategic Planning.

Colleges, "College Administration, "College Planning, Decision Making, Higher Education Identifiers—"AIR Forum, DePaul University II., "Strategic Planning Issues in implementating strategic planning in higher education management are considered, along with successful strategies and problem areas in implementing an integrated planning and budgeting process at DePaul University, a comprehensive Catholic university. Key implementation issues are as follows: (1) maintaining an organizational balance between a centralized and decentralized decision process, (2) ensuring compatibility between the strategic planning model and the institutional culture, (3) emphasizing an action orientation, (4) involving line managers in developing plans, (5) making incremental improvements as opposed to strategic leaps, and (6) integrating planning and budgeting. At DePaul University, successful strategies involved leadership, organizational strength, staff support, communication, linkage between planning and budgeting, and reliance on the experise of line managers. Concerns are related to academic governance and responsiveness to a centrally-initiated planning process, sufficient time for consultation, and the need to integrate academic rogram review with the planning process. (SW)

HE 020 258 Ed. 250 407

Rutina, Kenneth L. And Others

Marketing, Investment, and Institutional Renewal
in the Academic Research Sector. AIR 1986

Annual Forum Paper.

Annual Forum Paper.
Pub Date—Jun 86
Note—27p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-23, 1986).

(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Budgets, College Faculty, Departments, Economic Factors, Equipment, Expenditures, Fund Rasing, Higher Education, Income,
Institutional Research, Investment, Marketing,
"Models, "Money Management, Operating Expenses, Philanthropic Foundations, "Private Financial Support, Program Costs, "Research
Administration, "Research Universities, Simulation

Identifiers-\*AIR Forum, \*Revitalization

Identifiers—"AIR Forum, "Revitalization
The problem of selective renewal of basic research
capability within a professional (medical) school of
a major research university is addressed. Attention
is directed to a strategy and process for conducting
such a revitalization that includes marketing the
program in a partnership modality to a local foundation. Reasons that the foundation helped to rebuild
the school's basic research strength are identified,
including the relationship between the school and
the local health industry. The net financial impact
on the school of four alternate revitalization scenarthe local health industry. The net financial impact on the school of four alternate revitalization scenarios was evaluated using a system dynamics simulation model that is programed in "STELLA" and runs on Apple's Macintosh computer. The model takes into account research income, operating expenses, expenditures, dollars in the funds reserve, equipment needs, and faculty variables such as hiring costs. The model was used to evaluate the impact, in terms of external funds generated, resulting from alternate levels of investment in a simulated department. The return was viewed as the research department. The return was viewed as the research and tuition income generated by departmental activities, while investment was the annual operating budget allocated by the school plus startup dollars. (SW)

ED 280 408 HE 020 259

ED 280 408
Kissel, Mary Ann
Discriminant Analysis as a Tool for Admission
Selection to Special Academic Programs, AIR
1986 Annual Forum Paper.
Pub Date—Jun 86
Note.—In Paper presented at the Annual Forum

Pub Date—Jun 86

Note—16p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, \*College Admission,
\*College Students, \*Compensatory Education,

Disadvantaged, \*Discriminant Analysis, \*Evalua-tion Methods, Higher Education, Institutional Research, Predictor Variables, Remedial Pro-grams, Student Evaluation, \*Student Placement, Urban Universities Identifiers—\*AIR Forum

Urban Universities Identifiers—\*AIR Forum
The use of stepwise discriminant analysis as a means to select entering students who would benefit from a special program for the disadvantaged was studied. In fall 1984, 278 full-time black students were admitted as first-time students to a large urban university. Of the total, 200 entered a special program for the disadvantaged and 78 entered directly into the college. Three precollege variables were entered into the stepwise discriminant analysis: Scholastic Aptitude Test (SAT) verbal score, SAT math score, and high school rank. In addition, a second discriminant analysis was run to determine whether the originial placement was correct. The analysis indicated that the characteristics of the majority of black freshmen who entered college directly in fall 1984 differed from the majority who began the special program, but there was some overlap in both groups. The results indicate that 30 students from the special program. Based on the three regular entry, and 18 regular entry students should have been in the special program. Based on the three precollege variables, guidelines for future placement of entering the program for the disadvantaged or directly into the college were established. (SW)

ED 280 409 HE 020 260 Gracie, Larry W. Classroom Utilization. AIR 1986 Annual Forum

Paper. Pub Date—Jun 86

Pub Date—Jun 86

Note—19p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MFDL/PCD1 Plus Pestage.
Descriptors—\*Classrooms, \*Evaluation Methods,
\*Higher Education, Institutional Research,
\*School Schedules, \*Space Utilization
Identifiers—\*AIR Forum
The use of an index to match classes and class-

Identifiers—"AIR Forum
The use of an index to match classes and classroom space was assessed. The index initiates the use of several variables controlling utilization: number of hours that rooms are scheduled per week, average percentage of occupancy per room, and amount of area per station per room. Interviews with deans covered current classroom assignment procedures/practices and the schools' space requirements. Satisfactory and good classroom usage were defined. Tables were prepared, and are appended, that compare each unit's number of classrooms, the size (number of square feet and number of stations), to majors (headcount) or hours (credit and contact) produced. Different patterns of classroom assignment were found in different units, most based on historical patterns. These space allocation patterns ment were found in different units, most based on historical patterns. These space allocation patterns did not necessarily reflect the current situation based on student enrollments, credit, and/or contact hour production. Outcomes of the assess-ment included the designation of a person to over-see the development of an automated centralized classroom scheduling system. An interim modifica-tion was that the provost's office would assign class-room space. (SW)

ED 280 410

Hawk, Thomas R. Grosset, Jane M.

A Formative Program Evaluation Strategy for Producing Institutional Change, A Case Study of a Large General Studies Program Evaluation in an Urban Community College, AIR 1986 Annual Forum Paper.

an Urban Community College, AIR 1996 Ansual Forum Paper.
Pub Date—Jun 86
Note—Jun 86
Note—Super Presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Academic Advising, Academic Aspiration, "Change Strategies, Community Colleges, Education, "Change Strategies, Community Colleges, Education, "Change Strategies, Community Colleges, Education, "Program Evaluation, Program Improvement, "Student Placement, "Two Year College Students, Urban Schoolis Identifiers-\*AIR Forum

A formative evaluation was undertaken at an ur-ban community college to determine how an

open-admission general studies program should be restructured to better meet student goals and the college's educational objectives. The evaluation process included: interviewing key college representatives to generate hypotheses, and review of the hypotheses by a broad representation of institutional continuents. The research plan focused on: a data collection and analyses technique that would describe the performances and outcomes of the general studies students, and an approach to identify subpopulations within the general studies student pool, as well as discriminating variables associated with each subpopulation. The identification of five student subpopulations made it possible to target support services to new general studies students. The research results have implications for academic advising and support services and curricular requirements. An approach for compiling and disseminating the results was developed. The five subpopulations are described and the discriminating variables are listed. Nine principles for producing institutional change through a formative evaluation are also considered. (SW)

HE 020 262

Broughton, Valerie J.

A Cansal Analysis of Attrition at an Urban
Non-Residential University. AIR 1986 Annual
Forum Paper.
Pub Date—Jun 36
Note—24p.; Paner.

Non-Residential University. AIR 1986 Annual Forum Paper.
Pub Date—Jun 86
Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-23, 1986).
Pub Type—Reports -Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Academic Achievement, \*Academic Aspiration, \*Coilege Transfer Students, \*Commuter Coileges, Higher Education, Models, Student Attitudes, \*Student Attrition, Student Characteristics, Student Experience, Two Year Coilege Students, Urban Universities Identifiers—\*AIR Forum
The relstionship between community coilege transfer students' experiences at an urban, doctor-al-granting commuter university and their enrollment intentions was studied using Bean and Mettner's conceptual model of attrition for nontraditional students. Of 300 community coilege transfer students at a state-supported urban university who were contacted, 100 completed surveys. The students all aspired to at least a bachelors degree, half were older than 23 years old, and 60% were enrolled part-time. The model proposes that dropout decisions are based on as factors: academics, background, intent to leave, psychological, academic success, and environmental variables, academic variables and academic outcomes, and academic variables and academic outcomes, and scademic variables and academic outcomes, and scademic outcomes and intent. The data provided no evidence linking environmental variables to psychological variables. Implications of the results are addressed. (SW)

addressed. (SW)

ED 280 412

HE 020 263

Winstend, Philip C. Ruff, Den G.

The Evolution of Institutional Planning Models in Higher Education. AIR 1986 Annual Forum Paper.

Pub Date—Jun 36

Note—42p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Information Analyses (970) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDHS Price -MF01/F02 Plus Postage.

Descriptors—"College Administration, "College Planning, Delphi Technique, Putures (of Society), Higher Education, Institutional Research, Long Range Planning, Management by Objectives, Master Plans, "Models, Planning, "Program Budgeting, Program Evaluation, Quality Circles Identifiers—"AIR Forum, Strategic Planning, Zero Base Budgeting

geting, Program Evanuation, Quanty Concest Identifiers—"AIR Forum, Strategic Planning, Zero Base Budgeting
The evolution of the "planning process" from the 1940s to the present is considered, especially as it relates to higher education. It was hypothesized that institutional planning has experienced historical evolution: new planning innovations over the years have added to the existing institutional planning knowledge base. A literature review revealed 14

planning innovations that have generally been incorporated into successive planning models. Each
innovation was evaluated on the basis of comprehensiveness, usefulness, endurance, and whether or
not the innovation produced an added dimension
that became a basic principle or underlying concept
in successive planning models. For each innovation,
information is provided on the background, the time
periods it was most popular, and implications for
higher education. The innovations are as follows:
planning, organizing, staffing, directing, coordinating, reporting, and budgeting (POSDCORB); formal planning; long-range planning; master planning;
contingency planning; systematic planning;
contingency planning; systematic planning;
reyaluation review technique; management by objectives; Delphi studies; zero-based budgeting; futures
research; quality circles; and strategic planning.
Seven pages of references are provided as well as 14
appendixes giving a one-page summary for each of
the planning innovations. (SW)

ED 280 413

Ehrich, Elizabeth A. Michels, Gabriele A.

Stagewine Regrussion—A Different Approach to
Salary Equity Studies. AIR 1986 Annual Forum

Salary Equity Studies. AIR 1986 Annual Forum Pager.
Pub Date—Jun 86
Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports -Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP0I/PC01 Plus Pestage.
Descriptors—°Comparative Analysis, \*Evaluation Methods, Fernales, Higher Education, Males, Predictor Variables, \*Regression (Statistics), \*Research Methodology, \*Salary Wage Differentials, \*Sex Differences
Identifiers—\*AIR Forum
The use of stagewise regression was investigated

"Sex Differences Identifiers—"AIR Forum

The use of stagewise regression was investigated in a university study of salary equity for full-time staff-exempt personnel. The commonly used method of regression substitution was modified in three ways. (1) shifting the emphasis away from estimating inequity and toward describing the impact of men's and women's population differences on salaries; (2) using stagewise regression instead of multiple regression; and (3) adding a graphical procedure (plots) to the variable selection process. The basic idea in stagewise regression is that at each step the effects of the most important remaining variables are estimated and removed. Study variables included: age when hired, years of service, years in rank, educational level attained, staff grade, and method of job entry (e.g., new hire, promotion). The stagewise regression method allowed for nearly parallel models for men and women to be developed. It also provided a different perspective from least aquares by attributing more of the variation in the response variable to those variables that are judged to be more important. In addition, the agreement, or lack of it, between stagewise and least squares results can be an indicator of how balanced or unbalanced the data are. (SW)

HE 020 265

ED 280 414 HE 020 265
Winans, Glen T.
Resource Allocation and Utilization in Academic Departments: A Case Study, AIR 1966 Annual Forum Paper.
Pub Date—Jun 86
Note—24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, \*Budgeting, Case Studies, \*Departments, Eurollment, Expenditures, Higher Education, Multiple Regression Analysis, Predictor Variables, \*Resource Allocation, \*State Universities Identifiers—AIR Forum, \*University of Californis Santa Barbara General fund resource allocation and utilization in 27 academic departments at the University of Californis, Santa Barbara, during 1977-1984 were examined. A two-step research methodology was employed to provide a comprehensive analysis of possible budgetary determinants. The first step entailed a pooled multivariate regression analysis witheight department expenditure categories as dependent variables and nine potential predictive factors as independent variables. The second step entailed a series of interviews with 30 randomly selected

department heads and staff regarding their perceptions of the budget allocation process. The results confirmed the importance of disciplinary differences in budgeting, revealed that student enrollments do not appear to be a major factor influencing department level resource allocations, and indicated a connection between faculty rank and budgets. The results also identified the importance of an economic dimension, an interpersonal dimension, and a reputational dimension for departments in the budget allocation process, while confirming that the external or macro model by which public universities acquire resources is not applicable to the internal or micro model by which resources are allocated to departments. (Author/SW)

ED 280 415

Ball. Robert

Strategic Planning in British Universities. AIR

1986 Annual Forum Paper.

Pub Date—Jun 86

Note—20p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-23, 1986).

Pub Type—Historical Materials (660) — Opinion
Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PO1 Plus Postage.

Descriptors—Access to Education, "College Planning, Economic Factors, Educational Huserials (Optional Quality, "Enrollment Trends, Poreign Countries, "Government School Relationship, Higher Education, "Institutional Research, Public Policy, Resource Allocation, "Retrenchment

ment Identifiers—\*AIR Forum, \*Great Britain, Strategic

ment Identifiers—\*AIR Forum, \*Great Britain, Strategic Planning
Strategic planning in British universities since 1960, during periods of both expansion and retrenchment, is reviewed. Planning approaches undertaken by the government and institutions in different economic environments are explored, along with the contribution of institutional researchers to the planning process. Background information about the British university system and its relationship to the state is included. During the 1960 to mid-1970 period, university access and the size of the university system increased significantly. Planning was incremental and focused on meeting future student target numbers, and enrollment and course choices were important to the planning process. Student flow models and workload models for resource allocation were of concern to researchers. During the 1970s, the government continuously reduced its student number target for the 1980s. Education policy and access to college became dependent on year-by-year public expenditures. Long-term planning and strategic planning were not undertaken during the period of retrenchment; however, greater emphasis was placed on identifying quality and institutional strengths using performance indicators and portfolio analysis. (SW)

ED 280 416

quanty and institutional strengths using performance indicators and portfolio analysis. (SW)

ED 280 416

HE 020 267

van Rosmalen, Karel Ottan, Christ
Concentrating Academic Programs in the Netherlands, An Evaluation of Political Aspects. AIR
1986 Answal Forum Paper.
Pub Date—Jun 86

Note—Jun 96

Note—

Application of the criteria to the fields of medicine, dentistry, and pharmacy is examined. Analysis of the decision-making process and its results shows a significant contrast between the most likely outcomes of the application of the sets of criteria and the actual decisions made by the government. It is concluded that in the concentration process, the criteria can only be seen as a translation of underlying political, social, and cultural motives. (SW)

HE 020 268

ing political, social, and cultural motives. (SW)

ED 280 417

Monten. 1987

And 1986

Monten. 1987

The Emergence of Institutional Research in Western A. M.

The Emergence of Institutional Research in Western Europe. AIR 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—19p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Pries - MF61/PC01 Plus Postage.

Descriptors—College Administration, College Planning, Decision Making, Financial Policy, Foreign Countries, Government School Relationship, 'Higher Education, 'Institutional Research, Public Policy, 'School Organization Identifiers—AIR Forum, 'Europe (West)

Institutional research in Western Europe was analyzed in the context of the changing relationship between higher education and the central government. Questionnaires concerning institutional research activities were sent to colleges in 16 countries, and usable responses were returned by 48 institutions, almost half of which were located in Denmark, the Netherlands, or the United Kingdom. A lot of institutional research activity was performed, but not in an organized manner. In most cases, the activities supported institutional decision-making or planning, but they were not recognized as a separate institutional function. The main task of the persons performing the activities was different from institutional research. In Western European higher education systems, institutional research with demand-led policies, institutional research from those in North America. (SW)

ED 280 418

HE 020 269

Strudom. Andries H. Labuschagene Maria J.

ED 280 418

Strydom, Andries H. Labuschagne, Maria J.

Expanding Roles: New Directions and New Expectations in Institutional Research and Development in a Developing Country. AIR 1986 Annual

Econom. Page-

Forum Paper. Pub Date—Jun 86

Pub Dato—Jun 86
Note—33p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—\*College Administration,
College Planning, Coordination, "Developing Nations,
Faculty Development, Foreign Countries,
"Higher Education, "Institutional Research, "Research Projects

Paculty Development, Foreign Countries, 
"Higher Education, "Institutional Research, "Research Projects
Identifiers—"AIR Forum, "South Africa
A national project in the Republic of South Africa
(RSA) to facilitate and coordinate institutional research efforts and the research activities at individual universities is described. A proposal for a
comprehensive research project on higher education in RSA is included. One project at the University of the Orange Free State (UOFS) is designed to
develop a theoretical framework for academic management to promote efficiency and effectiveness in
education and research at universities. Leadership
development activities at UOFS focus on academic
planning in 1986 and faculty development and evalplanning in 1987. Difficult issues include the extent to
which institutional research can be coordinated;
how the exchange of institutional research results
and information can be encouraged; how to share in
expertise existing in the United States and elsewhere; and how to determine priorities in institutional research. Information is provided on
population trends in South Africa, educational expenditures, and planning to equalize educational opportunities. (SW)

HE 020 273

Matros, Ronald
Designing an Information Center: An Analysis of
Markets and Delivery Systems. AIR 1986 An-

Gibson, Dudley Wickhum, Derek
Success Criteria for MIS Implementation and the
Use of DSS as a Management Aid in Small
Colleges in the United Kingdom. AIR 1986
Annual Forum Paper. Coombe Lodge Femis
Paper, Information Bank Number 2106.
Further Education Staff Coll., Blagdom (Bingland).
Pub Date—Jun 86
Note—28p; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Agents, "College Administration, Computer Software, "Computer Uses in
Education, Decision Making, Foreign Countries,
Higher Education, "Management Information
Systems, Microcomputers, "Organizational
Change, Program Development, "Small Colleges
Identifiers—"AIR Forum, Decision Support Systems, Dorset Institute of Higher Education (England), "Great Britain
Successful strategies for implementing and operating the Further Education Management Informa-

tems, Dorset Institute of Higher Education (England), "Great Britain
Successful strategies for implementing and operating the Further Education Management Information System (FEMIS) at colleges of further education in the United Kingdom are discussed, along with the development of associated microcomputer-based decision support systems. FEMIS has been targeted at the smaller institutions that do not generally have management information systems. A major aim of FEMIS has been to monitor the performance of institutions to demonstrate to funding agencies that they are cost effective. The relationship of the instigator of the development of the system to other key managers is a significant factor in the success or failure of the venture. Types of instigators are identified (e.g., local education agency management, college administrator, computer center staff), and typical scenarios involving each type of instigator are included. Procedures instituted at the Dorset Institute of Higher Education (DHE) to promote usage of data by college managers are also described. It took about 4 years to fully integrate the FEMIS database within DIHE's infrastructure. (SW)

ED 280 420

Terenzini. Patrick T. Wright, Thomas M.

Students' Academic Growth during Four Years of College, AIR 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—28p; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Students, \*Extracurricular Activities, Higher Education, \*Learning Experience, Longitudinal Studies, Outcomes of Education, Pere Relationship, Student Adjustment, Student Attitudes, \*Student College Relationship, Student Development, \*Student Participation Identifiers—\*AIR Forum, Tinto Theory Influences on students' reported academic development over a 4-year period were assessed, focusing on college influences on student growth and changes each year. Tinto's model of college student attrition was found to account for about 23% of the variance in students 'reports of their cacdemic skill development over 4 years of college. For each year's follow-un instrument, students indicated two things: follow-un instrument, students indicated two things: follow-un instrument, students indicated two things: attrition was found to account for about 2.3% of the variance in students' reports of their academic skill development over 4 years of college. For each year's follow-up instrument, students indicated two things: the estimated number of times during the year they had met with a faculty member outside the classroom for at least 15 minutes; and the average number of hours per week they had spent in organized extracurricular activities. Students also completed questionnaires that measured social and academic integration, as well as classroom and social involvement. LISREL analysis indicated that students' academic integration, as well as classroom and social involvement and indirect effect on reported academic skill development in that year and in succeeding years. Social integration was more influential in students' reported academic grown in the junior and senior years. The nature and strength of these two influences varied over time, however, with the relative importance of academic and social integration reversing over the period. (SW)

Pub Date—Jun 86

Note—16p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, Fl., June 22-23, 1986).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF91/PCDI Plus Postage.
Descriptors—"Computer Oriented Programs, Databases, "Delivery Systems, Higher Education, Plaformation Centers, Information Needs, "institutional Research, Research Utilization, Users (Information), "Use Studies Identifiers—"AIR Forum, "University of Minnesota Twin Cities
The role of information research centers in institutional research activities was explored, based on 1,040 requests for student data at an information center at the University of Minnesota, Twin Cities, during 1980-1985. There distinct information center markets were identified and mechanisms for serving each market were recommended. The first was the routine clerical market, needing fairly simple list processing of individual cases (students) in specified subgroups. This market was the largest one for the center and was best served with downloads of selected information to microcomputers. The second was the complex clerical market needing complex computed reports of individual cases. This market was growing and was best served through rapid prototyping of mainframe production reports. The third was the decision support market, needing summary statistics across many subgroups. This market was the traditional one served by institutional research and had a strong need for data interpretation services. It was best served by traditional research reports and factbooks, as well as on demand production reports and a summary statistics database. Attention was directed to ways that old and new style information center functions can be integrated. (SW)

ED 280 422 HE 020 274 Gibson, Diane Lammey Golden, Cynthia Developing a Faculty Information System at Car-negie Mellon University. AIR 1986 Annual Fo-

aegie Mellon University. AIR 1986 Annual Forum Paper.

Pub Date—Jun 86

Note—22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-23, 1986).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCOI Plus Postage.

Descriptors—Case Studies, "College Faculty, Databases, Decision Making, Higher Education, Information Needs, Institutional Research, "Management Information Systems, "Personal Management, "Program Development, "Teacher Characteristics, Teacher Salaries Identifiers—"AIR Forum, "Carnegie Mellon University PA, INGRES Database Management System

versity PA, INGRES Database Management System
The development of a faculty information system
at Carnegie Mellou University is traced using a case
study approach. Attention is focused on the process
of system design by committee, the resulting relational database, and its impact on institutional research and university reporting. Technical
implementation and details of the system design are
covered. Goals for the system were to provide: access to both current and historical information; and
an integrated database of faculty information from
which queries, reports, and analyses could be easily
generated. The ultimate goal was to provide information to support faculty-related decision-making
processes, both centrally and in colleges and departments. The relational database management system,
INGRES, was chosen for development of the information system. Included in the system were biographical, salary, teaching, and research datafuture directions in the ongoing project include the
development of a university information system
that will integrate faculty, student and space data,
and the transfer of data from this system through
the campus-wide network of personal computers.

(SW)

ED 280 423 HE 020 27
Noe, Nicholas N.
Measures of Salary Inequality. AIR 1986 Annual
Forum Paper.
Pub Date—Jun 86

Note—22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986). Pub Type-Reports - Research (143) - Speeches/-

ED 280 419

Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—"Academic Rank (Professional),

"College Faculty, Comparative Analysis, Depart
ments, Females, Higher Education, Institutional
Research, Intellectual Disciplines, Males, Professons, "Salary Wage Differentials, "Sex Differences, "Teacher Salaries
Identifiers—"AIR Forum
Measures of income and salary inequality used by
economists were examined and applied against
1984-1985 faculty salary data. Attention was directed to salary inequality at each academic rank, as
well as female-male inequality. The following measures were used: Lorenz Curve-Gini Coefficient, coefficient of variation, Theil's Index, and Atkinson's
Index, an inequality measure proposed by Gastwirth (the PROB measure), and the Differences in
Cumulative Percentatges measure. Using salary survey data from 23 midwestern universities, average
salaries for 53 disciplines were examined at the
ranks of full, associate, and assistant professor. Data
were obtained from 159 average salaries and 12420
individual faculty salaries, or 92% of the total faculty sample. Findings include: in terms of absoluvalues, the measures indicate the following: faculty
salary inequality is very low; salary inequality salaries
highest for assistant professors and highest for full professors; and salary inequality between female and male faculty is about the same as
female-male inequality in all other occupations.

[SVA 200 A226.]

HE 020 276

Kalsbeek, David H.
Linking Learning Style Theory with Retention
Research: The TRAILS Project. AIR 1986 Annual Forum Paper. Pub Date—Jun 86

Pub Date—Jun 86
Note—22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Academic Persistence, "Aptitude Tests, "Cognitive Style, "College Students, Grade Point Average, Higher Education, Institutional Research, Majors (Students), Personality Measures, "Personality Traits
Identifiers—"AIR Forum, "Myers Briggs Type Indicator, Saint Louis University MO, Tinto Theory, TRAILS Project
The Myers-Briggs Type Indicator (MBTI), a measure of personality type and learning style, was used

ory, TRAILS Project
The Myers-Briggs Type Indicator (MBTI), a measure of personality type and learning style, was used
at Saint Louis University in the TRAILS (Tracking
Retention and Academic Integration by Learning
Style) Project. In addition to considering links between learning styles and student academic achievement and aptitude, MBTI was used to identify
discrete academic populations and to assess persistence patterns. MBTI preference indices consist of
extraversion/introversion, sensing/intuition, thinking/feeling, and judgment/perception. Certain
MBTI learning styles were disproportionately represented in certain academic fields (e.g., the most
abstract and reflective learning style was most common in the arts and sciences majors). Performance
on aptitude measures differed by MBTI personality
types (e.g., students with the most concrete and
active style scored lowest). It was also found that
the greater the preference for intuition and for introversion, the better the first-term grade point average
(GPA), and the greater the preference toward the
judging mode, the better the GPA. Using MBTI
indicators enables college researchers to assess both
proxy measures of social and academic integration
and the cognitive and affective processes that influence this integration. (SW) and the cognitive and affective processes that influence this integration. (SW)

ED 280 425 HE 020 277

Kolman, Eller M. And Others
The Outcomes of Doctoral Education: An Institutional Study, AIR 1986 Annual Forum Paper.
Pub Date—Jun 36

Pub Date—Jun 86
Note—21p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Departments, \*Doctoral Degrees,
\*Education Work Relationship, \*Evaluation

Methods, Graduate Study, Graduate Surveys, Higher Education, Institutional Research, \*Out-comes of Education, Questionnaires, Research Projects, \*Scholarship, Student College Relation-ahip, \*Values Identifiers—\*AIR Forum

ahip, "Values Identifiers—"AIR Forum
Outcomes of doctoral education at a private, urban university were studied, and a questionnaire was developed. A total of 707 Ph.D. and Ed.D. recipients from 16 departments who had graduated between 1963 and 1984 were surveyed to determine: the impact of doctoral education on career development, the perceived influence of the institutional values on graduates, and the frequency and type of research or scholarly activities engaged in during and after graduate school. Data from the 168-litem survey were analyzed by department, degree, and four general scademic fields, and a number of indices were developed. The career development index included the following variables: relationship of degree to job and career, and post-graduate career path Variables included in the institutional values index were: concern for ethical values, interest in religious beliefs, and influence of the university on personal values. Activities to indicate scholarship included: submitting grant proposals and articles for publication, receiving external funding for research, and delivering papers. The analysis includes comparisons for graduates in the fields of education, humanities, social sciences, and medical sciences. (SW)

ED 280 426

ED 280 426 HE 020 278

Moline, Arlett E.
Financial Aid and Student Persistence: An Application of Causal Modeling, AIR 1986 Annual Forum Paper.
Pub Date—Jun 86

reaum Paper.

Pub Date—Jun 86

Note—27p; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MP01/PC02 Plus Postage.
Descriptors—"Academic Persistence, Class Rank, "Grade Point Average, Higher Education, institutional Research, Models, "Path Analysis, "Predictor Variables. "Student Financial Aid Identifiers—"AIR Forum

The influence of financial aid on college student persistence was studied using causal modeling. The study population was 227 full-time freshmen, who enrolled in fall 1982 at a liberal arts college at a large commuter institution. All the students received financial aid. The model, which included background and academic variables, accounted for 35% of the variance in persistence. Persistence was measured by credits completed over a 2-year period. Background variables that were included in the analysis were income, high school rank, Preliminary Scholastic Aptitude Test scores, sex, major, and home proximity. College environment variables were the total aid awarded, merit grants awarded, the percentage of package grants, and grade point average. Based on path analysis, significant variables that showed the largest total effects on persistence were grade point average, and high school rank. Neither the total aid swarded nor the percentage of package grants showed significant effect on persistence were grade point average and high school rank. Neither the total aid swarded nor the percentage of package grants showed significant effect on persistence were grade point average, and high school rank. Neither the total aid swarded nor the percentage of package grants showed significant effect on persistence were accounted to a second data set to validate the model, accounted for 24% of the variance in student persistence. (Author/SW)

HE 020 279

ED 280 427
Taylor, Brynn J. R. Taylor, Elitubeth A.
Planning Responses to Demographic Change, AIR
1986 Annual Forum Paper.
Pub Date—Jun 86
Note—22p; Paper presented at the Annual Forum
of the Association for Institutional Research
(26th, Orlando, FL, June 22-25, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—"College Graduates, College Planning, "Declining Enrollment, Engineers, "Enrollment Projections, Foreign Countries, Higher
Education, Labor Force Development, "Labor
Supply, Population Trends, Predictive Measurement, "Student Recruitment
Identifiers—"AIR Forum, "Great Britain
A method for forecasting the number of college
graduates in the United Kingdom is described, and
suggestions are offered about ways that society
should react to influence declining enrollments and
potential reductions in technologically skilled grad-

ustes. Consideration is given to the implications of recruiting noncollege-bound individuals to pursue college studies in specific fields to help relieve short-falls of workers. The college student recruitment and reporting process used in the United Kingdom is explained, and the specific case of eligible students versus entrants in the field of electrical and electronic engineering in Great Britain universities is addressed. The importance of anticipating demands for engineers is emphasized. It is noted that the problem for industry is the long lead times involved: the attractiveness of employment in a field such as engineering should be demonstrated at least 4 to 6 years in advance of labor needs. (SW)

such as engineering should be demonstrated at least 4 to 6 years in advance of labor needs. (SW)

ED 280 428

Voorhees, Richard A.

Toward Bullding Models of Community College Perulstance: A Log-Linear Analysis. AIR 1986

Annual Forum Paper.

Pub Date—Jun 86

Noto—26p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Academic Persistence, "Community Colleges, Higher Education, Models, Predictor Variables, "Research Methodology, Sex Differences, "Two Year College Students Identifiers—AIR Forum, "Log Linear Models Log-linear modeling was employed to explore the conceptual relationships among community college student persistence and nine variables, including student demographics, purpose for enrolling, intensions to return, frequency of informal interaction with faculty, and satisfaction with the institution in general. The study sample was 369 new and continuing students enrolled at a surburban community college during fall 1984. Four hierarchical models that are posited indicate significant interactions between persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had greater persistence and intentions to return and persistence and ex (i.e., full-time female students had

ED 280 429 HE 020 303

ED 200 429
Hendrickson, Robert M. Gibbs, Annette
The College, the Constitution, and the Consumer
Student: Implications for Policy and Practice.
ASHE-ERIC Higher Education Report No. 7,

1996.
Association for the Study of Higher Education.;
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-34-9
Pub Date—86
Contract—400-86-0017
Note—1089.

Contract—400-86-0017
Note—108p.
Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$10.00 per copy, non-members, \$7.50 per copy, members).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides Non-Classroom (055)
EDRS Price - MPBL/PC05 Plus Postage.
Descriptors—\*Civil Rights, College Buildings, \*College Students, Compliance (Legal), \*Constitutional Law, Court Litigation, Due Process, \*Educational Malpractice, Higher Education, Homosexuality, \*Legal Responsibility, Religious Organizations, Student Organizations, \*Student Rights
Identifiers—In Loco Parentis

Rights
Identifiers—In Loco Parentis
Recent legal developments concerning college
students and their institutions are reviewed, with a
focus on constitutional issues related to the rights of
students to organize, the collection and allocation of
mandatory student activity fees, and the protection
of freedom of speech regarding commercial enter
prises. In addition to considering the status of educational malpractice, implications for policy and

practice are addressed. Four student-institutional relationships are traced historically: in loce parentis, fiduciary, contractual, and constitutional. Issues esseeming the evolution of constitutional rights in higher education include individual rights, due process, privacy rights, and First Amendment rights. Attention is also directed to several rights of association and their effect on the recognition of religious and gay organizations and on regulations governing use of facilities. Religious and political objections concerning the use of mandatory student activity fees are covered, along with methods of fee collection. Also discussed are: the boundaries of constitutional protection for noncommercial and commercial speech and extensions to the college earnpus; and malpractice theory and the courts' position in educational malpractic. Ten pages of general and legal references as well as an index are provided. (SW)

## IR

IR 012 566 ED 280 430

services (12 Sele, John Gindele, Joseph ral Education, Technology Education, and matrial Technology in Japan. (An Internship Industrial Technology in Japan. Van amerinanja Experience 8.5 ub Date—Sep 85 lote—63p.; Report for the degree of Doctor of In-dustrial Technology, University of Northern

Jowa.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Cultural Traits, Developed Nations, "Educational Environment, "Educational Practices, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, "Industry, "Labor Force Development, "Technical Education, Technology Transfer, Vocational Education, "Work Environment Identifiers—"Innan, United States

tifiers-\*Japan, United States

dentifiers—"Japan, United States
This comprehensive report on education and inustrial technology in Japan begins with general deriptions of the size of the country, its economy,
and the Japanese people and their calutural values.
Comparative data are then presented to demon-Comparative data are then presented to demon-strate differences between Japanese and American workers. Japan's intense education orientation, both workers. Japan's intense education orientation, both historically and currently, is noted as an introduction to a general description of the Japanese educational system, including educational facilities and environments; teachers and their union; student characteristics; the national curriculum from kindergarten through high school; and national examinations for admission to a high school or a university. The major strengths and weaknesses of aducational practices in Japan are identified, as well as practices which the United States should avoid. The emphasis on technical training in higher educational as practices which the United States should avoid. The emphasis on technical training in higher education in Japan is then discussed, and an overview is provided of the current status of vocational and technical schools as well as the universities. A discussion of industrial technology in Japan provides insights into Japan's unique government/industry relationship, as well as an overview of its industrial policies, practices, and outlook; personnel policies/snanagement methods; production control; and differences between the Japanese and U.S. philosophies of human resource development. The concluding section uses Japan as example in discussing the need for world cooperation. A 51-item reference list is provided. (DJR)

IR 012 567

REJ 250 451
Richardson, J. Jeffrey And Others
Artificial Intelligence Technology for the Maintainer's Associate. Final Report for the Period
October 1933 to December 1983.
Denver Univ., Colo. Denver Research Inst.
Spons Agency—Air Force Human Resources Lab.,
Brooks AFB, Texas.
Report No.—AFFRL-TR-86-31
Pub Date—Dec 86
Note—87n.

Pub Date—Dec so
Note—87p.
Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Armed Forces, Computer Assisted Instruction, "Computer Simulation, Computer Software, "Expert Systems, Field Tests, Models, Research and Development, "Systems Development, Technical Education

lentifiers—Avionics, Department of Defense,

\*Hybrid Technologies, \*Job Aids, Knowledge En-

"Hybrid Technologies, "Job Aids, Knowledge Engineering In keeping with current Department of Defense policies on integrated diagnostics and a reduced reliance on paper-based documentation, the concept of a portable, expert-system-based job aid and training device was proposed to assist inexperienced electronics maintenance technicians in learning to maintain sophisticated equipment. A prototype was designed and implemented for the troubleshooting portion of the F'I11 6883 intermediate-level avionist est station in order to investigate a variety of issues, e.g., hybrid diagnostics, knowledge engineering, and user interfaces. The phases of the project included conceptual design, development, and delivery software programming; delivery hardware prototyping; knowledge base development; field demonstration; and analysis of lessons learned. He design for the prototype incorporated both human-machine interfaces and end-user interfaces to promote incremental skill acquisition and assess the reasoning behind the diagnostic process in a troubeshooting situation. In a field demonstration, the prototype received high ratings for ease of use, speed of operation, troubleshooting accuracy, and usefulness for job aiding and training. Implications per operation, troubleshooting accuracy, and usefulness for job aiding and training. Implications for future development focused on realizing the training potential of the system, enhancing user interfaces, and expanding the problem domain. Several illustrations are provided and the appended material includes technical data, data collection instruments, and 52 references. (DJR)

aric 200 432 IR 012 568 IR 012 568 Edition. ED 280 432

Edition.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No.—RS-86-9363
Pub Date—Jun 86
Note—205p.

Pub Type— Guides - Classroom - Teacher (052) — Computer Programs (101) — Reports - Descrip-

Pub Type—Guides - Classroom - Teacher (052)—
Computer Programs (101) — Reports - Descriptive (141)
EDRS Price - MF0L/PC09 Plus Postage.
Descriptors—Business Education, Classification, Computer Graphics, "Computer Literacy, Computer Graphics, "Computer Literacy, Computer Graphics, "Computer Literacy, Computer Science Education, Course Descriptions, "Course Objectives, Ethics, "Learning Activities, Mathematics Instruction, "Microcomputers, "Programing, Programing Languages, Resource Materials, Secondary Education, State Curriculum Guides, "Teaching Methods Identifiers—"BASIC Programing Languages
This guide is designed to provide teachers with guidelines and suggested activities for teaching a one-semester advanced programming course-BASIC Programming II-for the ninth through twelfth grades. Although primarily oriented toward mathematics, the guide does offer sample applications in business that also address the needs of students with a variety of academic backgrounds. Intended to serve as a framework of goals and activities upon which the teacher can organize, build, and expand his or her course, the guide provides a course description, course requirements, a course outline, a syllabus, course management considerations, sample scitivities and programs, and suggested resources. The activities include teaching strategies for introducing concepts, developing specific skills, or reinforcing previously learned aspects of BASIC. Topics covered include a Review of Hardware/Software Considerations, Structured Programming vis Subroutines, Subscripted Variables and Problem-Solving Strategies, BASIC Functions and Graphics, File Handling and Term Project, Data Structures, and Computer Ethics and Impact on Society. A taxnonmy of goals, objectives, and student expectations is appended, as well as samples of forms for use with the course, a description of a motivation technique, ASCII codes, and lists of recommended text-books, teaching and references, software, and audiovisual materials. (DJR)

IR 012 569 Ediger, Marlow Computers in the School Curriculum (A Collection of Essays). Pub Date—[82]

Pub Date—[82]
Note—44p.
Pub Type— Collected Works - General (020) —
Opinion Papers (120)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Behaviorism, Computer Software,
\*\*Computer Uses in Education, Course Objectives,

\*Curriculum Development, Elementary Secondary Education, Evaluation Methods, Individual Differences, Inservice Teacher Education, Learning Activities, Mathematics Instruction, \*Microcomputers, Philosophy, Programed Instruction, \*Word Processing, Writing Skills
The nine essays in this collection examine various issues regarding the utilization of computers in the school curriculum, including the selection of objectives, learning activities and appraisal procedures in curriculum development; providing for individual differences among learners; staff development; behaviorism as an emphasia for programmed instruction; mathematics lessons emphasizing drill and practice, problem-solving, and gaming software selection to assist learner goal attainment; word processing to improve learner writing skills; and the need for teachers and supervisors to study, appraise, and ultimately implement vital strands from diverse philosophical schools of thought. The individual essays are entitled: "The Word Processor in the Curriculum Today"; "Computer-Assisted Instruction and the Learner; "Inservice Education and the Computer"; "Microcomputers in the Mathematics Curriculum"; "The Microcomputer in the Classroom"; "The Word Processor in the Curriculum"; and "Philosophy and Goals in the Curriculum". "References are provided for most of the essays. (DJR)

ED 280 434
Charney, Davida H. Reder, Lynne M.
Destigning Interactive Tutorials for Computer Users: Effects of the Form and Spacing of Practice IR 012 570

ers: Effects of the Form and Spacing on Fractice on Skill Learning.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Ar-lington, Va. Personnel and Training Research

lington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-86-3

Pub Date—8 Dec 86

Contract—N00014-84-K-0063

Grant—BNS-03711

Note—51p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Pestage.

Descriptors—Analysis of Variance, "Cognitive Development, "Computer Assisted Instruction, Higher Education, "Instructional Design, Instructional Effectiveness, "Intermode Differences, "Learning Strategies, "Problem Solving, Psychological Studies, Skill Development, Training Objectives, Tutoring Identifiers—"Guided Practice, Hands On Experience, Spreadsheets

jectives, Tutoring Identifiers—Guided Practice, Hands On Experience, Spreadsheets
This study aimed at finding the optimal condition of written instruction and online practice for learning a new computer application. Subjects were 44 undergraduate and graduate students and university staff members. Those in the experimental group learned commands for an electronic spreadsheet by reading user-manual descriptions and working training problems online. Training problems were varied in order to control how much independent problem solving subjects engaged in while learning any given command, and the forms of practice included pure guided practice, pure problem solving practice, and mixed practice. Spacing of the training problems was also manipulated. Subjects in the control group read the same text and studied the same text in the control group read the same text and studied the groups solved new problems on the computer without reference to the instructional materials. The results indicate that problem solving was a more difficult form of training than guided practice, but it produced the best performance at test. These results have implications for the design of interactive tutorial manuals and for cognitive models of skill acquisition. Appended materials include a typical manual entry for an easy command and a difficult command, a 13-item reference list, one figure, and five tables. (DJR)

IR 012 571 Johnson, William E. Evaluation of Computer Software for Use in the Pub Date—24 Nov 86 -14p.; Paper presented at the National Con-

ference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
Pub Type— Guides - Classroom - Teacher (052) —
Reports - Descriptive (141) — Speeches/Meeting
Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Computer Software, "Computer Software Reviews, Directories, Elementary Secondary Education, "Evaluation Criteria, Guidelines, Microcomputers, Organizations (Groups),
Resource Materials
Identifiers—Apple (Computer), "Software Evaluation

Identifiers—Apple (Computer), "Software Evaluation
To help teachers cope with the proliferation of software and software sources, a number of resources are available to aid in the evaluation and selection of educational software. For instance, both the "Educator's Handbook and Software Directory" and "Swift's Directory of Educational Software, Apple II Edition" provide listings of educational software on specific subjects for the Apple microcomputer. Software review sources include the "Journal of Courseware Review," "Purser's Magazine," "MACUL Journal," MicroSIFT, and SOFTSWAP. Since evaluating software requires teacher judgment and sensitivity, criteria for evaluating software could include such questions as whether the software is computer-specific to learning; whether the program is fun to use; whether the software allows for practice or experimentation; whether the software is computer-specific to learning; whether the software is open-ended, whether there are learning assumptions behind the software; and whether there are moral values built into the software. Guidelines developed by the International Council for Computers in Education (IRA) for the selection of appropriate classroom software are also provided, as well as Kenneth A. Ryba and James W. Chapman's guidelines for teachers who wish to write their own software, and five references. (DJR)

ED 280 436

IR 012 572

Exploratory Computer Literacy Curriculum Guide,
Gradus 7-8. Resource Unit.
Hawaii State Dept. of Education, Honolulu. Office
of Instructional Services.
Report No.—RS-86-9845
Pub Date—Jun 86
Note—1276... For the control of the Pub Control of the Control

Note-127p.; For the curriculum guide, see ED 264

835.

Pub Type— Guides - Classroom - Teacher (052) —
Reports - Descriptive (141)
EDRS Price - MF01/PCB Plus Postage.
Descriptors—Classroom Techniques, \*Computer
Literacy, \*Computer Software, Copyrights, Curriculum Enrichment, Educational Media, Grade
7, Grade 8, Integrated Curriculum, Junior High
Schools, \*Learning Activities, \*Microcomputers,
\*Models, State Curriculum Guides, Statewide
Planning

Schools, "Learning Activities, "Microcomputers, "Models, State Carriculum Guides, Statewide Planning Identifiers—Hawaii

This resource unit, an addendum to The Exploratory Computer Literacy Carriculum Guide, Grades 7-8, is designed to provide teachers with guidelines and classroom computer activities for integrating computer literacy into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers' own environment variables much as school size, student characteristics, accessibility to microcomputers, and teaching style. A soction on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school setting is provided in a section on integrating the computer literacy program into the curriculum, which addresses such topics as administrative support, a school computer coordinator, schoolwide planning and cooperation, and resources and faculty workshops. Five models are proposed as alternatives for delivering computer literacy instruction in the social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activities. Resources include lists of recommended

software and additional teaching sids. (DJR)

ED 280 437 IR 012 573 Exploratory Computer Literacy Curriculum Guide, Grades 9-12. Resource Unit. Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. Report No.—RS-86-0498 Pub Date—Sep 86

Pub Date—Sep 86 Note—135p.; For the curriculum guide, see ED 264 836.

836. Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plas Postage.
Descriptors—Classroom Techniques, \*Computer Literacy, \*Computer Software, Copyrights, Curriculum Enrichment, Educational Media, Integrated Curriculum, \*Learning Activities, \*Microcomputers, \*Models, Secondary Education, State Curriculum Guides, Statewide Planning Identifiers—\*Hawaii

This resource unit, an addendum to The Explore.

identifiers—"Hawaii
This resource unit, an addendum to The Exploratory Computer Literacy Curriculum Guide, Grades 9-12, is designed to provide teachers with guidelines and classroom computer activities for integrating the exploratory computer literacy program into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers' own environment variables such as school size, student characteristics, accessibility to microcomputers, and teaching style. A section on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school is provided in a section on integrating computer literacy into the curriculum, which addresses such topics as administrative support, as school computer coordinator, schoolwide planning and cooperation, resources, and faculty workshops. Five models are proposed as alternatives for delivering computer literacy in the secondary schools. Sample activities are provided for the language arts, mathematica, science, and social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activity time, teacher preparation, and sequence of activities. Resources include lists of recommended software and additional teaching aids. (DJR)

ED 280 438 IR 012 574

LO 280 438

IK 012 5/4

Leonard, Rex LeCroy, Barbara

A Guide to Software Evaluation.

Pub Date—Nov 86

Note—10p.; Paper presented at the National Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November

ference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFBI/PCDI Plus Postage.

Descriptors—\*Computer Software Reviews, \*Courseware, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Integrated Curriculum, Models, Resource Materials Identifiers—\*Software Evaluation

Arguing that software evaluation is crucial to the quality of courseware available in a school, this paper begins by discussing reasons why microcomputers are making such a tremendous impact on education, and notes that, although the quality of software has improved over the years, the challenge for teachers to integrate computing into the classroom is still substantial. General features that must be considered in evaluating software-which can range from simple drill and practice exercises to economic as the courage learner creativity—re identified as creativity, instructional objectives, content, screen formatting, instructions, student response, program response to the student, motivational devices, technical quality, documentation, and teacher utility. Software evaluation instruments that can serve as models are cited, including evaluation forms from the National Council of Teachers of Mathematics and from the San Mateo County (California) Office of Education, and such guides as the "Evaluation of Educational Software: A Guide to Guides." The Educational Software Selector, "The

Yellow Book of Computer Products for Educators," and "The Survey of Early Childhood Software." The paper concludes by suggesting a seven-step pro-cess for performing thorough evaluations of instruc-tional software. Five references are provided. (DJR)

IR 012 575 ED 280 439 Zigerell, James J. A Guide to Telecourses and Their Uses. Coast Community Coll. District, Costa Mesa, Calif. Pub Date—36 Note-61p. Available from

Cosst Community Coll. District, Costa Mesa, Calif. Pub Date—36

Note—61p.

Available from—Coast Community College District, Coast Telecourses, 11460 Warner Avenue, Fountain Valley, CA 92708-2597 (\$12.00; quantity discounts available).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—\*Curriculum Design, Distance Educational Planning, Higher Education, Instructional Effectiveness, Instructional Materials, Instructional Systems, Media Research, \*Multimedia Instruction, Student Characteristics, \*Student Needs, Telecommunications, \*Telecourses

Designed primarily for use by potential users of telecourses produced by other institutions or production houses, this guide provides fundamental information on the design, use, and management of telecourses users. It is noted that this guide is also applicable to radio courses, and the introduction provides background information on telecommunications media as vehicles of instruction. Defining elecourses as instructional systems with interrelated parts, the first of eight chapters discusses the distinctive features of these systems and their components, including both printed materials and other media. The second chapter provides an overview of the characteristics of telecourse students and their needs, and research on telecourse distruction escribed in the furth chapter are broadcast and cable television, Instructional Television Fixed Service, videocassettes and computer-managed videodiscs, and audiocassettes. Highlights of the telecourse document are addressed in the sixth chapter, including overall organization and their ourse, seed to the sel

successful telecourse utilization. A list of 17 acronyms is included. (DIR)

ED 280 440

IR 012 576
Cicchelli, Jerry J. Richardt, Edgar L.
The Implementation and Preliminary Results of an Action Research Project in the Mahopac Schools.
Pub Date—[83]
Note—10p.; Best copy available.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PON Plus Postage.
Descriptors—Behavioral Objectives, Computer Assisted Instruction, "Computer Literacy, Curriculum Development. "Learning Activities, "Microcomputers, Naturalistic Observation, Primary Education, "Student Behavior," Teacher Behavior
Identifiers—"LOGO Programing Language
This 3-month investigation of changes in teaching and learning behaviors as microcomputers and computer literacy are integrated into the curriculum involved nine primary teachers (Mahopac Central School District, New York) in grades 1 to 3, who had received training in the use of microcomputers and in Logo. Each teacher implemented the same computer literacy program, but the number of microcomputers per classroom varied from one to four for each grade level. Data were collected by administrators and the Director of Computer Education, who observed teachers and students and recorded 15 agreed-upon classroom behaviors in standard written format. Selected preliminary findings indicate the following: some students preferred directed learning experiences with the computer while others preferred to experiment on their own; students mas-

tered the Logo programming objectives faster than expected; students preferred to be helped by other students rather than by teachers; students in grades 2 and 3 preferred to work with the computer independently rather than in pairs; computer work in grade 3 increased student on-task behavior; hyperactive students engaged themselves attentively with the computer; and the use of synthesized speech in reading CAI software appears to aid word recognition among slower students in the first grade. Although one computer in a classroom was found to be insufficient for class needs, none of the student behaviors observed was found to be related to a specific number of microcomputers in the classroom. Twelve references are provided. (DJR)

ED 280 441 IR 012 577
Shaw, Carlo Cooper
Integrating Thinking Skills Software into the
Carriculum.
Pub Date—Nov 86
Note—18p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Nashville, TN, November 21-25, 1986).

ence of the National Council of States on Inservice Education (Nashville, TN, November 21-25, 1986).

Pub Type—Opinion Papers (120) — Reports Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, "Computer Software, Elementary Secondary Education, Guidelines, Illustrations, Integrated Curriculum, "Media Selection, Skills, Teaching Methods Identifiers—Thinking Skills

Citing several reasons why computers offer the potential to enhance instruction, this paper suggests that the teaching of thinking skills should be integrated into various subject areas by using software programs that involve the use of the skills required in the particular subject area. To illustrate this matching strategy, three software programs—'Hurkel," "Moptown Parade/Hotel" and "Carmen"—are examined. The discussion of each program includes a description of the software, a sample run where possible, and ways in which they can be used in instruction and learning in specific subject areas. Although these examples illustrate that thinking skills and their applications in both academic and out-of-shool situations. Three guidelines developed by the Higher Order Thinking Skills Project (HOTS) to promote the development of thinking skills through the use of computer software are then presented (1) use a variety of programs; (2) design learning to include synthesis of information and skills from multiple subject areas; and (3) organize and prioritize information from the classroom. Five additions software programs appropriate for this purpose are suggested, and teachers and administrators are asked to remember that, although software programs are often presented as games, they are also powerful learning tools. It is concluded that instruction in thinking skills will be enhanced only when the software programs mentioned in the text are provided. (DJR)

ED 280 442 IR 012 578

RD 250 442
ROdgers, Robert J. Bonja, Robert
The New 3 "R"s in Education.
Pub Date—Now 86
Note—11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Nashville, TN, November 21-25,

vice Education (Nashville, T.N., November 21-23, 1986.

Pub Type—Opinion Papers (120) — Reports - Deacriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/F01 Plus Poetage.
Descriptors—"Change Strategies, "Computer Lieracy," Computer Lieracy, "Computer Lieracy, "Computer Lieracy, "Computer Lieracy, "Computer Lieracy, "Computer Lieracy, "Problem Solving, Staff Development, "Teacher Role, "Technological Advancement: Implementing computers and other elements of high tech into the classroom involves sound visionary planning, a comprehensive, diverse group of educators, and on-going staff development. The computer should be used as a problem-solving tool in a variety of settings and applications, the ramifications of which demand that educators in all subject areas and at all levels be computer literate and able to utilize the computer appropriately as a problem-solving tool. If the "3" R's"—Reaching Out, Re-

vamping, and Retraining-are properly addressed, education can begin the task of infusing high tech into educational environments. "Reaching Out" involves extending the scope and number of the personnel involved with the infusion process and requires technology leadership, computer literacy, pilot programs, and progressive involvement. "Revamping" involves not only changes in the teacher's role and in curricula, but in the educational structure, and knowledge of computer applications will be essential. "Retraining" provides personnel with new skills and a better understanding of how to use existing skills to infuse high tech in various areas. Attention must be given to the commonality of processing data and the realization that the basis of learning is how we process information. The "New 3 'R's" are consistent with the findings of research on improving the quality of education in that they address and advocate the use of the computer and other high tech developments as creatively applied and appropriately integrated tools. (DJR)

ED 280 443

IR 012 579

Stemmer, Paul M., Jr. Carhon, Elizabeth Uzdaviniz Addressing the Challenges of Training Competent Trainers in Computer Literacy.

Pub Date—Apr 86

Note—12p., Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 20-24, 1986).

ing of the American Educational Research Association (San Francisco, California, April 20-24,
1986).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Competency Based Teacher Education, "Computer Literacy, Inservice Teacher Education, "Computer Literacy, Inservice Teacher Education, "Training Methods
Identifiers—University of Michigan
This report on the TMT (Training Modules for
Trainers) Project, part of the Special Discretionary
Grant Program developed by the Michigan Department of Education (MDE) in response to the need
for coordinated training activities, begins with a discussion of the emerging problem of upgrading
teachers' computer literacy skills. A description of
the project is then prerented, including the establishment of five regional Software Evaluation and
Training Centers to create training modules; the
competency-based trainer-of-trainers model used
for creating modules for both teachers and their
trainers; seminars conducted to establish educational computing competencies; the TMT modules,
including their format, their use with various audiences, and steps in their use; and a 3-day workshop
conducted in April 1985 to give initial training and
liot five modules. Preliminary observations of
training sessions at different sites with participants
from diverse fields of education are reported, noting
the needs both for adaptation of the instructional
materials for different groups, and for additional incentives to attract participants. It is concluded that
the success of the modules is due to their relevance
and currency, and that the project needs to encourage participation by providing a uniform format for
sharing and discussing critical issues in training
Michigan teachers in the best use of microcomputers. Two references are listed and an example of a
computer conference session is appended. (DJR)

ED 280 444 IR 012 580

Hebenstreit, Jucques
Applications of Computer Science to the Management and Evaluation of the Educational Process.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

tures, Content, Methods and Techniques on Education.

Report No.—ED-84/WS/10

Pub Date—10 Apr 84

Note—19 p.; For a complementary report on computers in developing countries, see [R 012 582.

Pub Type—Information Analyses (070) — Reports
- Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Computer Assisted Instruction, "Developed Nations, 'Educational Administration, Foreign Countries, Management Information Systems, Media Research, State of the Art Reviews Identifiers—Canada, France, Japan, United Kingdom, United States, USSR, West Germany This synthesis of reports from authors representing seven different countries discusses computeriza-

tion as it applies to the management and evaluation of the educational process at all levels in developed countries. Focusing on the computerization of educational administration, the first of three sections of the paper suggests that advantages of computerization would include speedier compilation of more reliable and detailed statistics for decision making and for forecasting at the national and regional levels, and the asving of time for administrators through the automation of various tasks and school activities at the building level. The major problem cited is the divergent point of view between teachers and civil servants as to the management of educational systems. The second section considers the benefits of computerized management of educational processes, e.g., organizing timetables, scheduling students into elactive courses, management of students' grades, relations with students' parents, the control of book loans to students, and management of the teaching process as such (computer-managed instruction, or CMI). The focus of the final section is computer-assisted instruction (CAI), which is discussed in the following contexts: the development of various teaching methods; policies in developed countries for the implementation of CAI and problems which prevent its extended use; and the state of the art in hardware, programming, and teacher training. The seven authors and the topics of their studies are listed in the introduction. (BBM)

ED 280 445 IR 012 581 Wiget, Lawrence A.
Computer Use in Primary School Education and
the Trend of Educational Software: An Alaskan

Perspective. ub Date—25 Oct 86

1986).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Software, "Computer
Uses in Education, "Curriculum Guides, Educational Planning, Elementary Education, "Financial Support, Inservice Teacher Education,
Instructional Effectiveness, Media Research,
"Microcomputers, Optical Data Disks, "Research
Needs, School Districts, School Libraries, Union
Catalors

Catalogs Identifiers—\*Alaska

Needs, School Districts, School Libraries, Union Catalogs Identifiers—\*Alaska
This examination of microcomputer use in primary schools begins by comparing the national data for elementary schools for 1984-1985 with the final-dings of a study of seven elementary schools in the Anchorage (Alaska) School District (ASD) which was conducted in the same year. Current research findings are cited in a discussion of assumptions about the instructional effectiveness of computers, and it is noted that the overall results of the ASD study failed to show that the computers have been either effective or ineffective in improving academic achievement. A description of the process used by ASD to integrate computers into the primary school classroom highlights coordination, including the development of a scope and sequence guide together with long range goals and objectives to ensure uniformity within the curriculum; provisions for inservice teacher training; provisions for maintenance and repair of the microcomputers; the acquisition of hardware and software; and a systematic approach to instructions. A brief description of teacher use of computers includes the names of software used for various purposes, and a discussion of treads in educational software focuses on applications programs for students and the use of CD-ROM for a district-wide union catalog of school binary holdings. It is concluded that, although computers in the classroom are still in the experimental stage, they can be successfully implemented at the elementary level if adequate leadership, funding, and inservice training are provided. (BBM)

ED 280 446 IR 012 582

Hebenstreit, Jacques
Computers in Education in Developing Countries.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

Education.

Report No.—ED-84/WS/10

Pub Date—Sep 84

Note—33p.; For a report on computer use in developed countries, see IR 012 580.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Change Strategies, \*Computer Assisted Instruction, \*Computer Literacy, \*Computer Managed Instruction, Computer Software, Cultural Context, \*Developed Nations, \*Developing Nations, Educational Policy, Foreign Countries, Microcomputers, Policy Formation, Teaching Methods
Arguing that computers in education are necessary to prepare children to live in a future computerized society, this report examines the issues associated with computers in education in developing countries. The first of three parts provides a brief overview of how and why computers are used in

associated with computers in education in developing countries. The first of three parts provides a brief overview of how and why computers are used in education in developed countries; describes computer-assisted instruction (CAI), teacher-assisted instruction (CAI), teacher-assisted instruction (TAI), and computer-managed instruction (TAI), describes problems relating to hardware, software, teacher training, and evaluation; and briefly reviews arguments advanced in support of computer use in achools. The second part reviews the implicit factors that exist when computers are introduced and used in education in developing countries, including environmental, educational, and technological problems. The last part discusses problems that are specific to developing countries in the formation of policies and strategies for professional training, the use of computers in schools, selection of hardware and software, teacher training, and research. While the use of computers in education in developing countries is advocated as a means of decreasing the gap in level and quality of education between developing and developed countries, the importance of taking into account the cultural and general background of each country when developing policies is emphasized. (DJR)

ED 280 447

IR 012 583

ED 280 447 IR 012 583

Lawry, Constance M.

The Effective Utilization of National Staff Development Teleconferences: Recommendations from a Survey of Users.

Pub Date—23 Nov 86

Noto—17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986). This paper is based on research completed for a doctoral dissertation, Oklahoma State University, 1986.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Speeches/Meeting Papers (150)

ports - Research (143) — Speeches/ Meeting ra-pers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communications Satellites, Elemen-tary Secondary Education, Guidelines, Higher Education, "Instructional Design, Interviews, "Production Techniques, "Publicity, Research Utilization, School Surveys, "Staff Development, Teacher Attitudes, "Teleconferencing, "Use Guidines Teacher Studies

Teacher Attribues, "Teleconterencing," Use Studies Identifiers—Oklahoma State University
The recommendations in this paper are based on the findings of a survey of 32 institutions that had subscribed-for a fee-to receive live via satellite one or more of five staff development teleconferences for school teachers and administrators. The teleconferences which were one-way video/two-way audio productions, were broadcast during 1985-86 by the College of Education of Oklahoma State University. Data were collected via telephone interviews with representatives of 30 of the 32 teleconference receiving sites, which included public schools, vocational-technical schools, colleges and universities, a state department of education, and a hospital. Respondents were queried about the use and coordination of the teleconferences at their institutions and asked for suggestions on how originating institution of the teleconferences at their institutions and asked for suggestions on how originating institutions and receiving institutions mally telected the utilization and effectiveness of such teleconferences. They were also asked to assess the feasibility and potential benefits of several features of teleconferences, i.e., advance readings, hand-out materials, interaction between the sites and the national presenters, and local discussion and "wraparound programming." Seven hypotheses suggested by the study are listed, and extensive and detailed recommendations based on the survey findings are provided for the design, production, and promotion of teleconferences by the originating institution, as well as coordination and promotion of the teleconferences at receiving institutions. The bibliography lists 38 sources that were cited in the dissertation study. (DJR)

ED 280 448 IR 012 584

Charp, Sylvia
Feasibility Study on the Use of Computer Managed Learning in Secondary Schools in the U.S.A.

U.S.A. spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
Pub Date—Feb 84
Note—32p.; A chart contains marginally legible

Pub Date—Feb 84

Note—32p.; A chart contains marginally legible print.
Pub Type—Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, "Computer Assisted Testing, "Computer Managed Instruction, Computers, Diagnostic Teaching, Elementary Secondary Education, Fessibility Studies, "Individualized Instruction, "Microcomputers, "Recordkeeping, School Districts, "Time Sharing Identifiers—Comprehensive Achievement Monitoring, Instructional Management Systems, Minnesota, Pennsylvania (Philadelphia)
A brief description of computer managed instruction (CMI), including its applications and capabilities, introduces case studies of schools in the United States that are using three different CMI systems. The first system discussed is the Comprehensive Achievement Monitoring (CAM) Program, which was developed by a small school district (Hopkins, Minnesota) for a time-sharing system, and is now being used in a microcomputer. The microcomputer version has been redefined as the Mastery Management System (MMS). The second system—the Instructional Management Program (IMP)—is being used in a large school system in a number of schools, still in a time-sharing system, but adaptation for a microcomputer is being investigated. The third system is a peneralized management system which was developed by a publisher for sale to schools. Developed for the microcomputer, this system is restricted in the number of students and the amount of data it can handle, but it is in use in many U.S. schools, and is included in this report as typical of what is being sold in the United States. Each case study presents a brief description of the program as well as an analysis of its basic operations, ways in which the program is being used, and information about the system that is distributed to students. The paper concludes with a summary of the capabilities of CMI, e.g., the generation and scoring of tests, managing instructional resources, and data management. Several diagrams and charts are prov

ED 280 449

IR 012 585
Informatics and Education. A First Survey of the
State of the Art in 43 Countries.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ED-86/WS/9
Pub Date—Feb 86
Notes 2029

Pub Date—Fer so Note—287p. Pub Type— Reports - Research (143) — Reports -Descriptive (141) EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—Computer Software, "Computer Uses in Education, "Developed Nations, Developing Nations, "Educational Policy, Educational Research, "Educational Trends, Elementary Secondary Education, "Foreign Countries, Higher Education, "Information Technology, Nontraditional Education, Teacher Education, Technical Education, Vocational Education, Technical Education, Vocational Education Identifiers—Logo Programing Language, National Resilier.

Policy
Noting that this digest is only an indication of trends, not a detailed analysis, this report summarizes information on computer applications in primary and secondary education, including technical and vocational training, in 43 countries. The information was obtained from surveys made for differing purposes, monographs produced for various bodies, and reports prepared for meetings and conferences. The summary reviews the subject under two main headings: project policies and their economic considerations, and their educational significance. The first section discusses the existence and content of national policies on informatics, the institutional arrangements set up as a result of the political policies. tutional arrangements set up as a result of the poli-cies, and the financial and technological

investments that have been made. The second section deals with types of computer applications at the various educational levels, software and teacher training, and attempts to identify trends for each level of education-primary, secondary, technical, vocational, higher education, and informal education. The range of research activities reported is summarized under six headings: (1) Logo applications; (2) computers in special education; (3) general educational research; (4) subject teaching; (5) language teaching; and (6) computer processing of national languages. The third section, which constitutes over half of the report, presents summaries of data for the 43 countries studied, including data on the school population, educational budget, structure of the educational system, computer policies, computer applications, and research activities of each country. (DJR) investments that have been made. The second s

ED 280 450

Kuznetsov, Valentin M.

New Information Technologies and Education in the USSR: Theory and Practice.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

Pub Date—85

Note—44n.

Pub Date—85
Note—44p.
Pub Type—Information Analyses (070) — Opinion
Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Aesthetic Values, "Cognitive Processes, "Computer Assisted Instruction, "Computer Managed Instruction, Distance Education, Educational Television, Epistemology, Feedback, Higher Education, Learning Motivation, "Multimedia Instruction, Production Techniques, Student Evaluation, Videotape Recordings Identifiers—"USSR
Pocusing on computers and television and their

Student Evaluation, Videotape Recordings Identifiers—"USSR
Pocusing on computers and television and their applications both on campus and for distance education, this Unesco report on the role of instructional media in the system of higher education in the USSR argues that the new technologies are capable of performing three main instructional functions within the context of any teaching-learning process; (1) they create favorable conditions for teaching and learning; (2) they provide the teacher with an efficient tool with which to manage the learning process; and (3) they serve as a vehicle to implement the curriculum content. This discussion of both the use of media and the instructional theory involved in its use covers training for specialists in computer technology; ways in which computers are used in institutions of higher education in the USSR, including the use of monitoring feedback equipment in lecture halls and a computer-managed television-based instruction system (ATOC); ways in which visual presentation of abstractions can be used to enhance instruction in mathematics and science; advantages of satellite television for distance education, including the provision of cues that emphasize different elements of the instructional message, and the use of visual information to reflect reality as fully and as objectively as possible; and the role of aesthetic education of students in the formation of their professional skills. It is concluded that the contemporary teaching-learning process at any level of education is liable to lack efficiency unless it rests on the scientifically sound use of new technologies. (BBM)

ED 280 451

IR 012 587

Harrig, Gordon
The Results of an Independent Study Program
Survey of Current and Former Students on the
Role of Computer-Assisted Instruction in Correspondence Courses.

Pub Date—87

Note—54p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
"Correspondence Study, Distance Education,
High Schools, "High School Students, "Independent Study, "Microcomputers, Questionnaires,
"Student Attitudes, Surveys, Tables (Data)
Identifiers—Empirical Research, Indiana Univer-

sity
Although computers are used for administrative
purposes and for grading in correspondence course
programs throughout the United States, there has
been little application to date of computer-assisted

instruction (CAI) in these programs. A survey was sent to 899 former students in Indiana University's high achool independent study program to determine (1) to what extent various types of hardware are available to students in homes and schools; (2) what percentage have had experience with CAI; (3) how students react to CAI in general and to CAI in independent study courses in particular; and (4) what preferences students might have for implementation of CAI in independent study, Responses on the 81 questionnaires returned (9%) indicate that there would be ample interest in CAI if the computer were used to present material that is difficult to present clearly in paper and print. Students also indicate that they would be interested in CAI only if it did not cause substantial price increases in courses and textbook materials. It was concluded that the most efficient way to implement CAI in a distance learning environment would be to create software on microcomputer disk to supplement material presented in textbooks, workbooks, and learning guides. Due to the changing nature of computer technology, it is recommended that independent study programs experiment with CAI on a small-scale basis, and monitor these courses carefully to obtain information that could be used to facilitate a full-scale CAI effort in the future. The questionnaire is appended. (MES) ate a full-scale CAI effort in the future. The connaire is appended. (MES)

ED 280 452

TR 012 588

acil of Europe, Strasbourg (France).

Pub Date

Note—25p.; Special section of Forum, a quarterly publication of the Council of Europe. Photo-

graphs may not reproduce.

Journal Cit—Forum; n2 1986

Pub Type— Collected Works - Serials (022) — Information Analyses (070) — Opinion Papers

Formation Analyses (070) — Optnion Papers (120)

(120)

BORS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising. Broadcast Industry, Broadcast Reception Equipment, Communications Satellites, Developed Nations, Foreign Countries, Mass Media, Public Television, "Radio, "Telecommunications, "Television Identifiers—Balloons, Council of Europe (France), Europa TV, Independent Television This issue of a quarterly publication of the Council of Europe covers aspects of the history, technology, policies, and impact of telecommunications in Europea, with an emphasis on European television. The following articles are included: (1) "Man and the World of Telecommunications (Piet Stoffelen); (2) "The European Communications Satellite System" (Valerie David); (3) "Family Matters—The Birth of a Television Standard" (George Waters); (4) "Satellite Radio" (Thomas Alexanderson); (5) "Television by Satellite: Yes, But for Whom?" (Harald Wendelbo); (6) "Television: A Cultural Challenge" (Charles Imbert); (7) "The New Media: Complement or Competition?" (Francis Balle); (8) "Private Television—A Challenge and a Necessity" (Josep Maria Cassasus); (10) "Only Public Service Television Is Really Free" (Margent); (1) "Television and Advertising" (Puul de Win); (12) "Mass Media Untimited: A Challenge to the Council of Europe" (Georg Springer); and (13) "Europa TV—The Real Thing from Hilversum" (Richard Dill). (MES)

ED 280 453 IR 012 589

Waniewicz, Ignacy
The Use of Computer-Managed Learning for Medis-Based Informal Adult Learning.
United Nations Educational, Scientific, and Computer Managed Div. of Str.

tural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

Pub Date—Feb 84
Note—37p.; Appendixes contain some faint/hea-

lote-37p.; Appendixes contain some faint/bro-ken type.

Pub Type—Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Child Rearin

able from EDRS.

Oescriptors—Adult Education, Child Rearing,
Computer Assisted Instruction, "Computer Managed Instruction, Course Content, Developed Nations, "Educational Television, Environmental
Education, Foreign Countries, Health Education,
Instructional Design, Microcomputers, Music
Appreciation, Needs Assessment, Systems Development, "Telecourses". opment, "Telecourses entifiers—Canada, Response System with Vari-able Prescriptions, "TVOntario

TVOntario, the television network operated by the Ontario Educational Communications Authority, has been utilizing computer managed learning (CML) in its support of television-based nonformal adult learning projects since 1980. Three of these projects, or academies, have been offered on the topics of health and environment, music and musicians, and parenting. Each of these academies consists of high-quality television programs, specially designed print materials, and the computer managed learning system known as RSVP (Response System with Variable Prescriptions). These three elements in combination allow adults to undertake the academies as self-directed learning projects geared to their level of need. The RSVP system encompasses nine computer programs offering both geared to their level of need. The RSVP system encompasses nine computer programs offering both instructional and management services, which include acoring learners' responses to individualized feedback on their performance, assessment of their comprehension, and disgnosis of learner difficulties. TVOntario makes a major contribution to formal education by cooperating with and supporting the teaching programs and curricula of schools, colleges, and universities in the province. The network also provides educational services to the general public, and conducts needs assessment studies geared to improving the quality and utilization of its programs and fulfilling its mandate to use electronic and associated media to provide educational opportunities for all people in Ontario. Outlines of the three programs noted above are appended. (MES)

ED 280 454

Hebenstreit, Jacques
The Use of Informatics in Education. Present
Situaties, Treads and Perspectives.
United Nations Educational, Scientific and Cultural
Organization, Paris (France). Div. of Educational
Sciences, Contents & Methods of Educ.
Report No.—ED/86/WS/47
Pub Date—Mar 86

Vote.—76. I belt mint on some pages may affect

Note—75p.; Light print on some pages may affect legibility. Pub Type— Historical Materials (060) — Informa-

Pub Type—Historical Materials (1903) — Internation Analyses (070) — Opinion Papers (120) EDRS Price - MF01 Plas Postage. PC Not Available.

able from EDRS.

Descriptors—"Computer Assisted Instruction,
Computer Literacy, Computer Managed Instruction, "Computer Software, Costs, "Developed
Nations, "Developing Nations, Elementary Secondary Education, Foreign Countries, Media Research, "Microcomputers, National Programs,
Postsecondary Education, "Teacher Education
Identifiers—Prance, United Kingdom, United
States

States

This overview of the use of computers in education begins by tracing the history of the development of computer programs for instruction in three
developed countries, the United States, the United
Kingdom, and France. Significant research and programs, general trends, the current situation, plans,
and problems in each of the countries are discussed,
including statistics on the number of schools with computers, student usage, and the costs of programs. Ways in which computers have been introduced in schools in these countries are compared and differences in the strategies used are discussed. A more general discussion of the situation in other developed countries covered by the student of the strategies used. A more general discussion of the situation in other developed countries covers problems with hard-ware, software, teacher training, and evaluation of the effectiveness of computers for improving the educational process. A discussion of the use of com-puters in developing countries addresses similar problems in different cultural environments and edproblems in different cultural environments and educational systems. Policies and strategies for introducing computers in education at any level are also discussed, including policies for professional training, use of computers in schools, hardware, sortware, teacher training, and research. It is concluded that, although there is a definite danger of increasing the gap in level and quality of education between those countries that make massive use of computers in education and those that do not, the appropriate use of computers in developing countries can be a way of decreasing the gap. Of the seven sources listed in the bibliography, one is in English, one in Spanish, and five are in French. (MES)

IR 012 591 Manarino-Lettett, Princilla Cotton, Brenda Attlitudes of Teachers Toward the Use of Comput-ers in the Schools. Pub Date—[85]

Note—15p. Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— "Computer Assisted Instructi
"Computer Literacy, Computers, "Education, Invice Teacher Education, Instructional Effectiness, Student Attitudes, Surveys, "Teacher Education, Surveys, "Teacher Education, Instructional Effectiness, Student Attitudes, Surveys, "Teacher Education, Instructional Effectiness, Student Attitudes, Surveys, "Teacher Education, Instructional Effectiness, Student Attitudes, Surveys, "Teacher Education, Instruction Effectiness, Student Attitudes, Surveys, "Teacher Education, Instruction Effectiness, Student Attitudes, Surveys, "Teacher Education, Instruction Effective Education, Instruction Effective Education, Instruction Effective Education, Instruction Effective Education, Instruction Education, In ness, Stude. Attitudes

ness, Student Attitudes, Surveys, \*Teacher Attitudes Identifiers—\*Computer Anxiety, Empirical Research, Fayette State University NC A questionnaire administered in 1986 to 87 graduate students, of whom 97% were currently teaching, elicited data on six aspects of teachers' attitudes toward computers: (1) computer anxiety; (2) instructional use of computers; (3) computer usage and accessibility; (4) use of computers by students; (5) educators' level of computer raining and competence; and (6) educators' needs for training. Analysis of the responses indicated that the subjects of the response indicated that the subject of the response indicated that the subject of the used in all subject areas and that teaching computer literacy is the responsibility of teachers on all grade levels, but more than half of them indicated a preference for traditional teaching methods; many of the respondents felt that students enjoy using computers and should have more access to them, but only a third of them believed that students learn faster on computers; many respondents reported having respondents interviewed the statement of th a third of them believed that students learn faster on computers; many respondents reported having received some inservice or formal training on computers, but felt that they maintained a low level of computer competence and that all teachers should be trained for computer usage. It was concluded that teachers need to understand that computers have the potential to assist in the teaching/learning process and be provided with both opportunities to acquire appropriate computer skills, and reasonable access to adequate computer facilities. Six references are listed and survey data are displayed in six tables. (MES)

IR 012 592 Blubusgh, William L.
Choosing the Ethical Path to Excellence in Computer Education.
Pub Date—Mar 86

Pub Date—Mar \$6
Note—10p.; Paper presented at the Annual Conference on Microcomputers in Education (6th, Tempe, AZ, March 12-14, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Software, "Computer Uses in Education, Elementary Secondary Education, Higher Education, "Instructional Improvement, Learning Theories, Mathematics Curriculum," Mathematics Education, Research Needs, School Districts, "Teacher Education, Teacher Role

ment, Dearning Incores, Manematics Curriculum, \*Mathematics Education, Research Needs, School Districts, \*Teacher Education, Teacher Role
National attention has been placed on the need for the improvement of education, and teachers must become aware of the capabilities of computers for improving classroom instruction, choose appropriate software, and have a sufficient number of computers to support the software. The quality of software selected and the way in which it is integrated into the curriculum. Universities have the responsibility for insuring that students planning to teach and inservice teachers have experience with software, programming, and learning theory related to computer education. School districts should establish committees to review software, and provide both the opportunity and the hardware for teachers to maintain computer instruction skills. Each district needs a computer education specialist, and each school needs at least one similar specialist to relate the needs and goals of the district to individual teachers. As the use of computers and other information technologies reshapes the fundamental methods of teaching and doing mathematics, developers of high school mathematics, developers of high school mathematics curriculum must consider both the changing preparation of their entering students and the changing college and work environments their graduates will enter. Future research should address such questions as ways of using technology to help students model the world better and become more skilled at solving world roblems. Another question relates to the mental models people hold of how computers function and how their notions affect their learning about computing. Nine references are listed. (MES)

ED 280 457 IR 012 594 Croft, Marian
Distance Education: A Northern Solution?
Pub Date—19 Apr 86

Note—13p.; Paper presented at a Meeting of the Association of Canadian Universities of Northern Studies (Yellowknife, Northwest Territories, Canada, April 19, 1986). Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150) EDRS Price - MPDI/PODI Plus Postage.

DRS Price - MF01/PO11 Plus Postage. bescriptors—Audiotape Cassettes, Developed Na-tions, "Distance Education, Financial Support, Foreign Countries, Higher Education, "Instruc-tional Design, "Instructional Development, Life-long Learning, "Nontraditional Students, Nursing Education, Professional Continuing Education, Teleconferencing, "Telecourses, Videotape Re-certifications of the Professional Continuing Education, Teleconferencing, "Telecourses, Videotape Re-

Sentifiers—French Speaking, \*Laurentian Univer-sity ON, Ontario (Northeast), Printed Materials.

Identifiers—French Speaking, "Laurentian University ON, Ontario (Northeast), Printed Materials,
TVOntario
Distance education has been used by Ontario universities since before the turn of the century to provide university programs to adults who are unable to
attend traditional classes. Currently, 11 of Ontario's
universities have distance education programs using
broadcast or cablecast television, videotape, teleconferencing, audiocassettes, or print. Laurentian
University, serving an area twice the size of France
with a population of only 650,000 in scattered communities throughout Northeastern Ontario, is communities throughout Northeastern Ontario, is communitied to the provision of university-level programs
through distance education. The special needs of the
people of Northeastern Ontario include bridging
programs for francophones to bring them to university entrance, the provision of basic and graduste
commerce programs to help increase the economic
base of what are essentially single-industry towns,
and the provision of continuing professional education for teachers, social workers, and nurses in isolated communities. Government cutbacks have
caused a significant retrenchment in an offi-campus
program which once serviced over 40 communities.
In spite of this, developments in the distance education program have continued, and a teleconferening network has recently been added to existing
courses by television, audiocassette, and print. The tion program have continued, and a teleconterenc-ing network has recently been added to existing courses by television, audiocassette, and print. The university is also involved in cooperative ventures with TVOntario. The paper concludes with a brief discussion of strategies for the future. (Author/

ED 280 458 IR 012 595

Armstrong. Jeffrey
Faculty Guide to: TIE (Televised Interactive Edu-

Eastern Iowa Community Coll. District, Bettendorf. -[Apr 86]

Pub Date—[Apr 86]
Note—41p.
Pub Type— Guides - Non-Clasaroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Course Descriptions, "Distance Education, Educational Objectives, Educational Philosophy, "Educational Television, Faculty Handbooks, Teaching Methods, "Telecommunications, Two Year Colleges, Visual Aids
Identifiers—Eastern Iowa Community College,
"Televised Interactive Education System
Intended to assist faculty of the Eastern Iowa
Community College in using the District Microwave Telecommunications System, this handbook includes the following: (1) a statement of the philosophy and intent of the system; (2) its long term goals; (3) general information on the televised interactive education (TIE) system; (4) keys to being an effective TIE instructor; (5) responsibilities of camactive education (TIE) system; (4) keys to being an effective TIE instructor; (5) responsibilities of campus monitor/support person for TIE courses; (6) format for the first TIE class meeting; (7) instructions for operating the TIE podium controls; (8) points to remember about remote site students; (9) TIE teaching tips; (10) TIE troubleshooting guide; (11) a guide to the design of visual materials; (12) suggestions for the course syllabus; (13) class request and course evaluation forms; (14) a process for selecting courses to be delivered via the Microwave Telecommunications System; and (15) sketches and descriptions of classroom and podium design. (MES) design. (MES)

ED 280 459
Flexible Designs for Learning. Report of the World
Conference of ICDE-International Council for
Distance Education (13th, Melbourne, Australia,
August 13-20, 1985).
International Council for Distance Education.
Report No.—ISBN-0-9589410-1-7
Pub Date—Aug 85
Note—20.1. Photography. IR 012 596

Pub Date—Aug 85
Note—92p.; Photographs will not reproduce clearly. For the report on issues for attention, see

ED 279 316.

Pub Type—Collected Works - Proceedings (021)—
Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Distance Education." Selucational
Technology, Global Approach, Higher Education, \*Instructional Design, International Organizations, \*Telecommunications
Identifiers—Australia, Learner Centered Instruc-

tion
These proceedings of a world conference of the International Council for Distance Education (ICDE) contain the full text of the following conference presentations: (1) Official Opening (Senator Susan Ryan, Australia); (2) President's Address (John Daniel, Canada); (3) "The Broady Lecture: Opportunities of Distance" (Geoffrey Bolton, Australia); and (4) "Distance Learners, Telecommunications and the Technology/Pedagogy Gap" (James W. Hall, United States). A plenary session which identified such issues as identity of distance education, integration of different types of programs, growth in access and resource provision, education, integration of different types of pro-grams, growth in access and resource provision, learner-centeredness, flexibility, and assessment is summarized. Also provided are ICDE business meetings; reports on regional activities, current re-search, the conference program, and pre-conference workshops and visits; a message from the new presi-dent; an announcement of the 14th World Confer-ence; a summary of proposed activities and initiatives; and a list of delegates. (MES)

IR 012 597

Follard, James
Ideas for Integrating the Microcomputer with
Elementary Instruction. Activity Descriptions
from the Forum Series (Portland, Oregon, October-November, 1986).
Northwest Regional Educational Lab., Portland,
OR. Technology Program.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0006
Note—39n: A product of the Technology Program.

and improvement (ED), washington, DC. Pub Date—Nov 86 Contract—400-86-0006 Note—39s.; A product of the Technology Program. Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) EDRS Price - MF91/PC02 Plus Postage. Descriptors—"Computer Assisted Instruction, Computer Software, Database Management Systems, Elementary Education, Geography Instruction, "Computer Software, Database Management Systems, Elementary Education, Geography Instruction, "Learning Activities, "Microcomputers, Multicultural Education, Programing, "Student Projects, Word Processing Identifiers—LOGO Programing Language In October and November 1986, the Northwest Regional Educational Laboratory (NWREL) sponsored a series of forums for elementary teachers to share ideas about the use of computers in the classroom. During the forums, each teacher took from 15 to 30 minutes to explain how he or she taught the lesson that was being shared. The informality of the sessions allowed interaction among the participants throughout the presentations, with many ideas spining off from the one being presented. Applications described included the use of: (1) a word processor, Magic Slate, to write and illustrate a book; (2) a database management system, PFS-File, for multicultural education; (3) a computer simulation, Island, to study geography; (4) Mastertype, courseware in an arcade game format, for keyboard instruction; (5) the programming language, Logo, to teach basic programming skills, and (6) a database program look Worm, to do online book reports. Specifics such as grade, ability levels, and hardware rarangement are given for each project. Brief descriptions are also provided for each project, and additional materials are included for PFS-File and Book Worm. (MES)

IR 051 727

ED 280 461

Anderson, David G. Landrum, Christina
Resolved: Library Schools Do Not Meet Their
Goals and Objectives in Training Academic Librarians to Perform Research.
Pub Date—Apr 86
Note—6p.; Paper prepared for the National Conference of the Association of College and Research
Libraries (4th, Baltimore, MD, April 9-12, 1986).
Small print may affect legibility. Small print may affect legibility.

Pub Type— Opinion Papers (120) — Reports Evaluative (142) — Speeches/Meeting Papers

Descriptors—\*Academic Libraries, Curriculum Evaluation, \*Employment Qualifications, Higher

Education, \*Librarians, \*Library Education, \*Library Schools, \*Research Skills, Statistics, Theses Identifiers—Paculty Status
Academic librarians who have faculty status must meet the same criteris for promotion and tenure as other faculty members, including doing research. However, library schools may not be training librarians adequately in the research skills required for entry level eacdemic positions. In order to determine whether library schools in the United States meet their stated goals and objectives in regard to training librarians for entry level academic positions, the current catalogs of the 60 graduate librarians training librarians for entry level academic positions, the current catalogs of the 60 graduate librarians for entry level scademic positions, the current catalogs of the 60 graduate librarians as well as the research and statistical methods, as well as the availability of a thesis option. Results of the study indicate that most library schools do not meet their stated goals and objectives in training academic librarians in the area of research, and it is recommended that library schools require prior training in research methods and statistical techniques for admittance, or require future cacdemic librarians to take such courses while in library school. Statistical information is presented in seven graphs, eight references are provided, and coded information from the library school bulletins is appended. (Author/KM)

IR 051 811

ED 280 462 IR McCabe, Carol, Ed. Policy Statements on Collection Develope Compendium from Alaskan Libraries. Alaska State Library, Juneau.

Alaska State Library, Juneau.

Pub Date—Aug 86

Note—249p; Pages 16-27 and 66-74 are marginally reproducible; pages 187-191 contain light print.

Pub Type—Collected Works—General (020) —

Legal/Legislative/Regulatory Materials (090)

EDRS Prics—MFDI/PC16 Phas Postage.

Descriptors—Academic Libraries, Elementary Secondary Education, Higher Education, \*Library Collection Development, Library Cooperation, \*Policy, Public Libraries, School Libraries, \*Shared Library Resources, Special Libraries, \*Statewice Planning

\*Policy, Public Libraries, School Libraries, 
\*Shared Library Resources, Special Libraries, 
\*Shared Library Resources, Special Libraries, 
\*Shared Library Resources, Special Libraries, 
\*Statewide Planning 
Identifiers—\*Alaska Developed as part of a statewide coordinated collection development effort, this document is a compendium of the narrative statements of collection development policies from 19 Alaskan university, 
public, school, and special libraries. Only the basic 
narrative plus any unique appendices are included 
for each policy, and some of the policies are incumelet. The Library Bill of Rights and other American Library Association intellectual freedom 
statements are referenced in the majority of policies, 
but are appended to the Anchorage Municipal Libraries policy only. Collection development policies, organized by region, are included for the 
following libraries: (1) Capital City Libraries; (2) 
Alaska Department of Environmental Conservation 
Library; (3) Juneau-Douglas High School Library; 
(4) Juneau Public Library System; (5) U.S. Bureau 
of Mines Library; (6) University of Alaska, Juneau 
Library; (9) Sitks School District; (10) Irnee 
lingle (Wrangell) Public Library; (11) Alaska Resources Library (U.S. Department of the Interior); 
(12) Anchorage Municipal Libraries; (13) University of Alaska, Anchorage Library; (14) Kuskokwim 
Library (Ethel); (15) Matanuska-Susitan Community College Library (Palmer); (16) Fairbanks North 
Star Borough Public Library; (17) Fort Wainwright 
Post Library (Fairbanks); (18) Rasmuson (University of Alaska, Fairbanks) Library; and (19) Kegoayah Kozga Library (Nome). (KM)

ED 280 463 IR 051 822 ED 280 463
IR US1 822
IFLA General Conference, 1986. Pre-Conference
Seminar on Automated Systems for Access to
Multillagual and Multiderript Library materials:
Problems and Solutions. Papers.
International Pederation of Library Associations
and Institutions, The Hague (Netherlands).

and Institutions, The Hague (Neunerismus).
Pub Date—Aug 36
Note—281p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference, Pre-conference Seminar (S2nd,
Tokyo, Japan, August 21-22, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC12 Plus Pestage.
Descriptors—Bibliographic Utilities, \*Databases,

Developed Nations, Developing Nations, Foreign Countries, "Information Systems, International Organizations, Library Associations, Library Austrains, Multilingual Materials, Online Catalogs, "Online Systems Identifiers—Bibliographic Data Bases, "Nonroman Scripts, Transliteration

A seminar which considered problems and solutions regarding automated systems for access to multilingual and multiscript library materials was held as a pre-session before the IFLA general conference in 1986. Papers presented include: (1) "Romanized and Transliterated Databases of Asian Language Materials—History, Problems, and Prospects" (Surine Har-Nicolescu, United States); (2) "Non-Roman and Multi-Script Bibliographic Databases—Basic Issues in Design and Implementation" (Alan M. Tucker, United States); (3) "Computer Processing of Southeast Asian Scripts, with Particular Reference to Jawi and Thai" (Edward Lim Huck Tee, Malaysis); (4) "Use of Arabic Script in Computerinad Information Systems" (Mohammed M. Aman, United States); (5) "Development of Greek Automated Cataloguing System—Victoria, Australia" (Ewe Stocker, Australia); (6) "Character Set and Its Control in an Online Cataloguing System—Application at the Center for Bibliographic Information" (Akira Miyazawa, Japan); (7) "Ulas Developments with Japanese and Chinese Scripti" (Jack Cain, Canada); (8) "The CJK (Chinese, Japanese, and Korean) Enhancements to the RLIM (Research Libraries Information Network) System—A Review of Basic Issues" (John W. Haeger, United States); (9) "Bibliographic Control and Library Automation in Japan" (Shofiro Maruyama, Japan); (10) "M Universal Coding System for the Multi-Lingual Environment" (S. S. Tseng, C. C. Hsieh, Jack K. T. Huang, C. T. Chang, and C. C. Yang, Taiwan); (11) "What Next? Issues Arising from Conference Deliberations" (Gratha J Durance, Canada); (12) "The Review of the International Standard Bibliographic Control and Library Automation in Japan" (Shofiro Maruyama, Japan); (10) "M Library Environment" (Sylva Simsova and John Clewa, U

Kingdom). (KM)

ED 280 464

IR 051 823

IFLA General Conference, 1986. Pre-Session Seminar on Special Libraries and Their Role in National Development. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Note—354p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pre-session Seminar (32nd, Tokyo, Japan, August 18-21, 1986).

Pub Type—Specches/Meeting Papers (150)

EDRS Price—MP01/PC15 Plus Postage.

Descriptors—Continuing Education, Developed Nations, "Developing Nations, Foreign Countries, Information Centers, Information Networks, \*Information Services, International Organizations, Library Associations, Library Automation, Library Collection Development, Optical Disks, \*Scientific and Technical Information, \*Special Libraries

Automation, Library Collection Development, Optical Disks, \*Scientific and Technical Information, \*Special Libraries Identifiers—"Asia, Document Delivery, \*National Development
A seminar on special libraries and their role in mational development was held as a pre-session before the IFLA conference in 1986. Papers presented include: (1) "On the Problem of Document Delivery in the Field of Science and Technology in Asia" (Daxus He, People's Republic of China); (2) "The Planning and Development of Special Library and Information Services, with Special Reference to the Asian Situation" (Nimala R. Amarasuriya, Sri Lanka); (3) "The Importance of Continuing Education and Prospects in Asia" (Liannie K. Daywin, Indonesia); (4) "National and Regional Networks of STI-ASTINFO" (Carmelita M. Martin, Philippines); (5) "General Modern Technology and Its Promise for Special Libraries" (Suwakhon Phadungath, Thailand); (6) "Problems of Collection Development in Science and Technology Libraries" (Mohammed Khurshid Alam, Pakistan); (7) "Evaluation of Special Libraries and Information Centres in Asia" (Lannier and Marquement of Special Libraries and Information Centers in Asia" (Deenadayalu, India); (8) "Modern and Innovative Concepts in the Organization and Maragement of Special Libraries and Information Centers" (David R. Bender, United States); (9) "The Optical Disk Pilot Program at the Library of Con-

gress" (Joseph W. Price, United States); (10) "Developing Computerized Library and Information Services in Developing Countries—The Problems and Possibilities" (Ke Hong Park, Korea); (11) "The Importance of Patent Information and its Implication for Developing Countries" (Vincent Choong, Malaysia); (12) "Towards Productivity Gains—The Role of High Technology, Abstracting and Indexing Services in National Development" (Roadi Sundusia, Singapore); (13) "Regional Information Networks in Latin America—Can They Survive?" (Juliousia, Singapore); (13) "Regional Information Networks in Latin America—Can They Survive?" (Juliousia) (Information Analysis Work and Its Implications for Dissemination and Documentation of Scientific and Technical Information (Susesi Valasi, Western Samos); (15) "Information for Development, Concepts and Resources" (Takaysus Miyakawa, Japan); (16) "Total Library Information System with Multi-Language Processing" (T. Kuragano, Japan); (17) "Introduction to the KIT (Kanazawa Institute of Technology) Library Center—Its Concepts and Methods" (Yoshiyuki Kawata, Japan); (18) "The Importance of Technical Information in Industrial Development" (Yukio Nakamura, Japan); and (19) "Status and Prospects of Special Librarians and Information Specialists in Asia" (M. Shamsul Islam Khan, Bangladesh). (KM)

IR 051 824

ED 250 465
IR U31 824
IFLA General Conference, 1986. Pre-Session Seminar, Kanasawa. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note. 31s. Papers presented at the International

International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86
Note—31p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pre-session Seminar (52nd, Tokyo, Japan, August 20, 1986).
Pub Type—Speeches/Meeting Papers (150) EDDS Price - MPBI/PCQ Plus Postage.
Descriptors—Access to Information, "Developing Nations, Financial Problems, Foreign Countries, Information Technical Information Countries, Information Countries, Information Technical Information Conjunctions, Online Searching, Regional Cooperations, Online Searching, Regional Cooperations, Online Searching, Regional Cooperations, "Scientific and Technical Information Identifiers—"Africa (Sub Sahara), "Bibliographic Data Bases, "Document Delivery The two papers in this document were presented at a pre-session held before the IFLA general conference in 1986. In "Problems of Document Delivery in the Science and Technology Information Environment—An African View," Lucilda Hunter (Sierra Leone) discusses typical difficulties encountered in the process of information retrieval in sub-Saharan Africa and other Third World regions, including inadequate periodical collections, lack of photocopying facilities, difficulties of communication both within and between countries, unreliable postal services, lack of interlibrary lending machinery, and unreliable electricity, all due to severe francial constraints. A combination of regional cooperative arrangements and increased resource sharing with libraries from developed countries in "The Importance of Secondary Bibliographic Services in the Information Transfer Chain—Utilization of Bibliographic Databases, and Makiko Miwa (Japan) examines the emergence, distribution process, number, and kinds of bibliographic databases, promote the information transfer chain, and enhance the recognition of the library profession. (KM)

ED 280 466

IR 051 Referral Conference, 1986, Opening Cere

ED 280 466 IR 051 825
IFLA General Conference, 1986. Opening Ceremony and Plenary Session. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—53p; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
Pub Types Speeches/Magring Papers (150)

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Pide - MF01/PC03 Plus Postage.
Descriptors—Access to Information, Books, \*Developing Nations, Foreign Countries, \*Information Services, \*Information Technology, \*International Organizations, International Programs, Library Associations, Literacy, Technological Advancement, Universities

Identifiers—Asia, Library Development, UNESCO Opening remarks by Hans-Peter Geh, President of the International Federation of Library Associations (IFLA), address the meeting theme, "New Horizons of Librarianship towards the 21st Century," with emphasis on the need for international cooperation as technology advances and libraries expand to become large information centers. Remarks include brief discussions of the needs of Third World countries, the role of UNESCO (United Nations Educational, Scientific, and Cultural Organization), and a few of IFLA's core programs, primarily the Preservation and Conservation (PAC) program. Three additional papers include: (1) "Science Information System—A Challenge towards an Integrated Information Utility," in which Hiroshi lnose of Japan discusses an information utility designed to enhance information services for academic communities; (2) "The Library and Information Dimensions of the North-South Disloque-Some Thoughts on the Threshold of the 21st Century," in which Hedwig Anuar of Singapore examines the history of libraries in Asia, the development of literacy and education, problems of publishing in the Third World, and the opportunities and threats presented by information technology; and (3) "The Library and the Times," in which Yu Guangyuan of the People's Republic of China considers the concept of books as information carriers and the function of libraries as providing full utilization of books. (KM)

ED 280 467 IR 051 IFLA General Conference, 1986. Collections at Services Division. Section: Official Publication

Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86
Note—42p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bibliographies, "Books, Databases,
Depository Libraries, "Developed Nations, Foreign Countries, "Government Publications, International Organizations, Library Associations,
Marketing, "Publishing Industry, Technological
Advancement

Advancement Identifiers—Japan

This document comprises two papers on official publications which were presented at the 1986 IFLA general conference. In "Japanese Official Publications," Yoshitaro Tanabe (Japan) discusses several aspects of official publications in Japan, including problems encountered by the Printing Burleau in printing, publishing and distribution, legal deposit, acquisition by domestic libraries, and bibliographies and databases. Appendices include government of Japan organization charts, extracts from the National Diet Library (NDL) law, and listings of the NDL supply of official publications on exchange in 1985 and bibliographies of Japanese official publications. In "Publishing in Japan-lis Past, Present, and Future," Shigeo Minowa (Japan) outlines the formation and development of the book trade in Japan in a historical perspective and describes the level of industrisilization the trade has currently attained. In addition, the relationships between social modernization and the "publishing in Japan are discussed. Statistical information is appended. (KM)

ED 280 468

IR 051 827

ED 280 468
IR 051 827
IFLA General Conference, 1986. Open Forum on
IFLA Core Programmes. Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 36

Note—18p.; Papers presented at the International Federation of Library Associations (IFLA) Gen-eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Pice - MF01/PC01 Plus Postage.
Descriptors— "Cataloging, Developed Nations, Developing Nations, Foreign Countries, Global Approach, Information Transfer, "International Organizations," international Programs, Library Associations, Program Descriptions Identifiers—MARC Data Base, Transborder Data

Flow, Universal Availability of Publications Programme, Universal Bibliographic Control Papers presented at an open forum on IFLA core programs held at the 1986 general conference of IFLA include: (1) "The Current Activities of the IFLA International MARC (Machine Readable Cataloging) Programme: International MARC Project-Deutsche Bibliothek (IMP-DB,)" (Dieter Wolf, Germany), which reviews the duties of the IMP-DB program and its progress on the "International Gulde to MARC Databases and Services, continued work on the "IMP Newsletter," and testing of the UNIMARC format; (2) "Progress Report on the UAP (Universal Availability of Publications) Programme," which reviews activities of program staff during the past year, summarizes research activities and publications, and discusses changes in the chairmanship of the Advisory Committee; (3) "IFLA International Programme for UBC (Universal Bibliographic Control)," which discusses the publication of "Serial Holdings Statements at the Summary Level," "Recommended Standards for Cataloguing-in-Publication," and "International Cataloguing," and summarizes projects in preparation; and (4) "Progress Report on IFLA Core Programme Transborder Data Flow (TDF)" (Cynthia Durance, Canada), which describes the background of the TDF program and progress to date, and provides an outline of proposed program activities.

ED 280 469

IR 051 828

IFLA General Conference, 1986. LIBER. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Note—40p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).

24-30, 1986).
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— "Asian Studies, Catalogs, Developed
Nations, Foreign Countries, International Organizations, Library Associations, \*Library Collection
Development, \*Library Collections
Identifiers— "Far East, Sweden, United Kingdom,

Development, \*Library Collections Identifiers—\*Far East, Sweden, United Kingdom, West Germany
Three papers on special book collections were presented at the 1986 IFLA general conference. They include: (1) "Far Eastern Collections in the United Kingdom" (B. C. Bloomfield, United Kingdom") (B. C. Bloomfield, United Kingdom), which discusses the background of Eastern Studies in the United Kingdom (UK) and the coordination of library provision for Far Eastern materials, and provides a brief survey of the major Far Eastern library collections in the UK; (2) "Ostasiatists Biblioteket—The Far Eastern Library of Sweden" (Lars E. Fredriksson, Sweden), which discusses the development of the Ostasiatiska Biblioteket—The Far Eastern Studies in Sweden, problems of institutions not devoted soiely to Far Eastern material; problems of special-realibraries; and suggestions for the future, international library associations, and automation; and (3) "Far Eastern Collections in the Libraries of the Pederal Republic of Germany" (Helga Dressler, West Germany), which describes current efforts to improve acquisition of and access to East Asian materials, including the compilation of a central catalog for East Asian materials and the improvement of book and periodical distribution at the national and international levels. (KM)

ED 280 470
IR O31 829
IFLA General Conference, 1986. Regional Activities Division. Session on Africa, Asia and Oceania, and Latin America. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).

and institutions, The Hague (Netneriands).
Pub Date—Aug 86
Note—146p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Appropriate Technology, Asian Studies, "Developing Nations, Foreign Countries, "Information Technology, International Cooperation, International Organizations, Library Associations, "Library Automation, Library Associations, "Library Pacilities, Online Systems, Optical Disks, Reviewal Cooperation," onal Cooperation utifiers—Advancement of Librarianship, Africa,

Asian Federation of Library Associations, Latin America, Library Development, Oceania Papers on regional activities in Africa, Asia and Oceania, and Latin America which were presented at the 1986 IFLA general conference include: (1) "Appropriate Technology for Libraries in Developing Countries" (Peter N. Chatch, Cameroon); (2) "The Impact of Information Technology on Libraries in Thailand-Present and Puture Score" (Non-glak Minaikit, Thailand); (3) "Library Automation and Online Information Services in Malaysia-A Puturistic Outlook" (Juliana Salim, Malaysia); (4) "The Present and Puture of Optical Disc Technology for Library Application" (Senri Miyaoka); (5) "The Asian Federation of Library Associations-The Promise It Holds for Regional Consolidation and Interaction with IFLA" (J. S. Sosasi, Malaysia); (6) "IFLA" Core Programme on the Advancement of Librarianship in the Third World-Orientation, Mechanism, and Priorities" (D. E. K. Wijssuriya, Malaysia); (7) "Japan" Libraries and Asian Studies-with JOLG (Japan Orientalist Librarians Group) Activities (Kazushige Kaneko, Japan); (8) "Automation in Libraries-African Point of View" (J. S. Musisi, Kenya); (9) "Autralia-Its Role in and Contribution to Asian Library Development" (Jenation Technologies for Latin American Library and Documentation Services-Are There Benefits to Be Expected?" (Julio Cubillo, Chile). (KM)

ED 280 471

IR 051 830

IFLA General Conference, 1986. Collections and Services Division. Section: Intertibrary and Document Delivery. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Note—39p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (SQA, Tokyo, Japan, August 24-30, 1986).

Pub Type—Speeches/Meeting Papers (150).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cataloging, Developed Nations, Foreign Countries, \*Interlibrary Loans, International Organizations, Library Associations, \*Library Networks, Library Personnel, Library Services, Prosecutions, \*Communications, Preservation

Networks, Lobrary Personnier, Lobrary Services, Preservation Identifiers—"Document Delivery, France, Japan, Older Library Materials, Rare Books, United States, West Germany Papers on interlibrary loan and document delivery presented at the 1986 IFLA general conference include: (1) "Preservation and/or Availability of Older Literature—an Approach to the Problems, Needs, and Solutions" (Klaus-Dieter Lehmann, West Germany); (2) "From Decentralization to Centralization—Document Delivery in France in 1986" (Marc Chauveine, France); (3) "Staff for Interlibrary Loan Service" (Virginia Boucher, United States); (4) "Interlibrary Loan and Document Delivery in Japan—an Overview" (Izumi Koide, Japan); and (5) "Subject Cataloging in Library Networks" (Rudolf Frankenberger, West Germany). (KM)

ED 280 472

IFLA General Conference, 1986. Bibliographic Control Division. Section: Bibliography. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86

Note—87p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

Pub Types. Specchapt (Meeting Papers (150))

eral Conference (32nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150) EDRS Price - MF91/PC94 Plus Postage.
Descriptors—Access to Information, Bibliographies, "Cataloging, Developed Nations, "Developing Nations, Doctoral Dissertations, Foreign Countries, Indexing, International Organizations, Library Associations, "Machine Readable Cataloging, National Libraries, Networks Identifiers—"Assia, China, Malaysia, MARC, "National Bibliographics, Nonroman Scripts, USSR Papers on bibliographic control presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Bibliographic Interchange/Coordination in Southeast Asia (Huck Tee Lim, Malaysia); (2) "Project for 'Chinese National Bibliography and Its Progress' (Huang Jungui, China); (3) "Subject Bibliography in the Twenty-first Century" (Guy Marco); (4) "Bibliographic Information Interchange in East Asia" (Hiroshi Tanabe, Japan); (5) "Development of Bibliography Tanabe, Japan); (5) "Development of Bibliography Tanabe, Japan); (6) "Development of Bibliography Tanabe, Japan); (7) "Development of Bibliography Tanabe, Japan); (8) "Development of Bibliography Tanabe, Japan); (9) "Development of Bibliography Tanabe, Japan); (1) "Development o

ography on Asian Countries in USSR" (N. P. Igumnova, USSR); (6) "Doctoral Dissertations on Asia-The Issue of Bibliographical Control and Access" (Frank Joseph Shulman, United States); and (7) "Bibliographical Developments in Malayaia with Special Reference to the National Library" (Donald E. K. Wijasuriya, Malayaia). (KM)

(Donald E. K. Wijasuriya, Malaysia). (KM)

ED 280 473

IR 051 832

IFLA General Conference, 1965. Bibliographic Control Division. Section: Cataloguing. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 36

Note—51p; Papers presented at the International Federation of Library Associations (IFLA) General Conference (32nd, Tokyo, Japan, August 24-30, 1986).

Pub Type—Speeches/Meeting Papers (150)

Pub Type—Speeches/Meeting Papers (150)

Pub Type—Speeches/Meeting Papers (150)

Pob Trice - MPGI-PCG3 Plus Pestags.

Descriptors—"Cataloging, Developed Nations, Foreign Countries, Global Approach, Government Publications, "Indexing, International Organizations, Library Associations, "Library Associations, Library Associations, "Library Associations, Ilbrary Associations (IFLA) conference include: (1) "Cataloging Identifiers—Belgium," Bilingual Catalogs, "International Standard Bibliographic Description, Japan, Nippon Cataloging which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Cataloging of Government Documents in the Age of Automation" (Chong Y. Yoon, United States), which discusses the use of MARC (Machine-Readable Cataloging) formats to integrate government documents into the traditional library catalog and thereby provide better access for users; (2) "Bilingual Automated Cataloging in Belgium" (Josiane F. D. Roelants, Belgium), which summarizes the bilingual automated Cataloging process at the Royal Library Albert I of Belgium; (3) "No Minis-Entry Principle in the Cataloging Rules The Historical Background of the Nippon Cataloging Rules (NCR)" (Tadayoshi Takawashi, Tsutomu Shihota, and Zensei Oshiro, Japan), which traces the historical development of the no-main-entry principle in Japan, describes how it came to be adopted in NCR 1977, and estimates its value in the age of the computer catalog; and (4) "Harmonization of the ISBDs (International Standard Bibliographic Descriptions)" (Ross Bour

ED 280 474

IR LA General Conference, 1986. Bibliographic Control Division. Section: Classification and Indexing, Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Note—99p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (Sud, Tokyo, Japan, August 24-30, 1986).

Pub Type—Sneeches/Mesting Papers (150)

24-30, 1986). Pub Type- Speeches/Meeting Papers (150) EDRS Price - MP01/PO3 Plus Pestage. Descriptors - "Cataloging, "Classification, Developed Nations, Developing Nations, Foreign Countries, Giobal Approach, "Indexing, International Organizations, Library Associations, Machine Readable Cataloging, National Programs, "Online Catalogs Identifiers—China, Japan, Universal Decimal Classification."

reminers—sification and indexing presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Frofile on Chinese Cataloguing and Subject Cataloguing" (Yan Lizhong, China); (2) "The Trend of Classification in Apan" (Hiroshi Ishiyams, Japan); (3) "Classification in Online Systems—Research and Progress" (Nancy J. Williamson, Canada); (4) "New State Standard of the USSR: "Systemstitation of Documents—General Requirements" (B. Rultiasjan, USSR); and (5) "UDC (Universal Decimal Classification)—BS 1000 International Medium Edition in Book and Machine-Readable Form" (Tor Henriksen, Norway). (KM)

ED 280 475
IR 051 834
IFLA General Conference, 1986. Collections and
Services Division. Section: Serial Publications.
Papers.
International Federation of Library Associations

and Institutions, The Hague (Netherlands).

and institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Developing Nations, Electronic Publishing, Foreign Countries, International Organizations, Library Associations, "Library Automation, Library Planning, Library Role, Microcomputers, "Online Catalogs, "Serials Identifiers—Japan
Papers on serial rublications presented at the

Microcomputers, \*Online Catalogs, \*Serials Identifiers—Japan
Papers on serial publications presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Scenario for Microcomputer-Based Serials Cataloging from ISDS (International Serials Data System) Records-New Horizons for Serial International Serials Data System) Requate Hardware, Software, and Dataware" (Peter Jacso, Hungary), which presents a scenario for implementing a microcomputer-based online serials catalog in Roman script using Unesco's MI-CRO-ISIS software, and discusses the four implementation components of hardware, software, dataware, and the knowledge to design and implement computerized library systems; (2) "Electronic Publishing in Japan—The Role of Libraries in the Electronic Information System" (Hiroyuki Taya, Japan), which discusses the growth of channels for information access, the acquisition and processing of electronic publications, the storage of primary literature in machine-readable form, electronic publishing by libraries, and library management; and (3) "Planning for Serials Automation" (Ross Bourne, United Kingdom), which considers the advantages and disadvantages of serials automation as they relate to the nature of serials automation and its

IFLA General Conference, 1986. Collections and Services Division. Section: Acquisitions and Ex-

and disadvantages of serials automation as they re-late to the nature of serials, the institution and its users, and the automation process. (KM)

change. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date-Aug 86

For Table 7-19, 19 Pagers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PCU3 Plus Postage.
Descriptors—Academic Libraries, Bibliographies,
Developed Nations, Foreign Countries, Global
Approach, Higher Education, International Organizations, "Library Acquisition, Library Associations," Library Collection Development, "Library
Materials, Research Libraries, "Shared Resources
and Services. and Services

Identifiers-Japan, Subscription Agents, West Ger-

Papers on acquisitions and exchange presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) a conclusional federation of Library Associations (IFLA) conference include: (1) a conclusional federation of the presentation, "Document Exchange and the Deutsche Fornechungsgemeinschaft (German Research Council)—The Acquisition of Grey and Special Literature as a Central Function of Supra-Regional Literature Provision in the Federal Republic of Germany" (Joachim-Felix Leonhard, West Germany); (2) "The International Exchange of Publications in Japan" (Akio Sakai, Japan); (3) the condensed English version and the full German ext of the presentation, "Acquisition and Exchange of Far Eastern Materials in the Federal Republic of Germany—Experiences of the Far Eastern Departof Far Eastern Materials in the Federal Republic of Germany-Experiences of the Far Eastern Department of the State Library of Prussian Cultural Foundation" (Helga Dressler, West Germany); (4) "Another Tyranny of Distance"-Acquisitions of Japonica in the National Diet Library" (Shozo Nakano, Japan); (5) "Observations on Doing Business as a Subscription Agent in Japan, Europe, and the Americas" (Adrian Swets, Netherlands); and (6) "On the Freparation of International Bibliography-International Exchange of Publications" (Z. P. Sorokins, USSR). (KM)

IR 051 836
IFLA General Conference, 1986. Collections and
Services Division. Section: Rure and Precious
Books. Paners. Books, Papers. International Federation of Library Associations

and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—70p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— "Cataloging, Developed Nations, Directories, Foreign Countries, Global Approach, "Intellectual History, International Organizations, Library Associations, "Literary History, Microprospherics" Microreprod

tions, Library Associations, "Literary History, Microreproduction Identifiers—Asia, Japanese Literature, Maori (Language), New Zealand, "Rare Books, USSR Papers on rare and precious books which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Compiling of The Union Catalogue of Japanese Old Books'—Investigating and Research of Old Books of Japanese Literature and Its Microfilming" (Yasuo Honda, Japan); (2) "The Rare and Precious Books Trade in Japan" (Mitsuo Nitta, Japan); (3) "The Western View of the History of the Book in the East and South" (I. R. Willison, United Kingdom); (4) "Directory of Book Museums—Museums Of Book Publishing and Book Exhibitions—Progress Report" (T. I. Kondakova, USSR); (5) "Retrospective Bibliographic Control for South Asia" (G. W. Shaw, United Kingdom); and (6) "The Maori Book or the Book in Maori—150 Years of Printing in the Maori Language of New Zealand" (Sharon E. Dell, New Zealand). (KM)

ED 280 478

IF LA General Conference, 1986. Education and Research Division. Section: Library History and Library Theory and Research. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date. Apr. 26.

Pub Date-Aug 86

Note—86p.; Papers presented at the International Federation of Library Associations (IFLA) Gen-eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Developed Nations, Developing Nations, Foreign Countries, Higher Education, \*Information Science, \*Intellectual History, International Organizations, Library Associations, \*Library Collections, \*Library Collections, \*Library Collections, \*Library Research, \*Research Libraries, Technological Advancement, Trend Analysis Identifiers—China, India, Information Society, Japan, United States, Venezuela

logical Advancement, Trend Analysis Identifiers—China, India, Information Society, Japan, United States, Venezuela Papers on library history and library theory and research presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The History of Western Literature Library Collections in Japan" (Yoshitomi Okazaki, Japan); (2) "Trends of Library History Research in Japan" (Hiroshi Kawai, Yukio Fujino, Atsushi Ishii, and Yoshitaka Kawasaki, Japan); (3) "Impact of the Information Society on the Library" (Yoneji Masuda, Japan); (4) "The Impact of Information Society on Libraries in Japan—Its Emblematic Appearance" (Nobutaka Sakurai, Japan); (5) "Libraries for Scientific Research in China" (Peng Feizhang, China); (6) "Strategic Planning for Information in the Research University—A Report on a Project and Its Implications for Library Education" (Robert M. Hayes, United States); (7) "Library Science in the 21st Century" (Tomoo Matsuda, Japan); (8) "The Tri-Dimensional Nature of Information Work" (Rosario Gassol de Horowitz, Venezuela); and (9) "Research in Library and Information Science in India" (P. B. Mangla). (KM)

ED 280 479

ED 280 479

EJJ 280 479 IR 051 838
IFLA General Conference, 1986. Education and
Research Division. Round Table: Research in
Reading, Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—40p; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August
24-30, 1986). 24-30, 1986).

24-30, 1986).
Pub Type – Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Cognitive Psychology, Developed
Nations, Developing Nations, Foreign Countries,
International Organizations, Library Associations, Library Role, Personality Traits, \*Reading

Attitudes, \*Reading Habits, \*Reading Research,

Attitudes, Research, "Youth Research, "Youth Identifiers—"Bibliopsychology, China, Library Development, USSR Papers presented at a roundtable session at the 1986 International Federation of Library Associations (IFLA) conference consider current research in reading. They include: (1) "Bibliopsychology—The Contribution of a Study of Temperament" (R. O. Linden, Japan), which examines research on the impact of communication media on the fundamental strata of human nature; (2) "New Achievements in Reading Research in the People's Republic of China" (Guiyuan Peng, China), which summarizes trends in Chinese library development, including enhanced library functions, multi-series and multi-level services, the development of information processing, and increased resource sharing and network information transfer, and (3) "The Studies of the Youth's Reading in the Soviet Union" (V. D. work information transfer; and (3) "The Studies of the Youth's Reading in the Soviet Union" (V. D. Stelmakh, USSR), which considers current research in the reading habits of youth, presents data on stud-ies conducted in the USSR, and discusses some problems and prospects for future research. (KM)

ED 280 480

IR O51 839

IFLA General Conference, 1986. Education and Research Division. Section: Library School and Other Training Aspects. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86

Note—60p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986). IR 051 839

24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— "Continuing Education, "Developing Nations, Educational Trends, Foreign Countries, Futures (of Society), Higher Education, Information Science, International Organizations, Library Associations, "Library Education, Motivation, Questionnaires, "Technological Advancement Identifiers—China

Questonnares, "recanological Advancement Identifiers—China
This document includes four papers on library school and other training aspects which were presented at the 1986 conference of the International Pederation of Library Associations (IFLA). In "Meeting the Challenge of the High Tech Information Age—The Recent Development of Library and Information Science Education in the People's Republic of China," Weiming Li (Australia) describes the expansion of library schools and curricula to meet the challenge of training library and information—The Illusive Link in Continuing Education," B. E. Sheldon (United States) discusses motivating administrators to encourage continuing education participation, motivating librarians to attend ministrators to encourage continuing education participation, motivating librarians to attend continuing education events, and developing continuing education activities that motivate people to learn and to change patterns of behavior. A questionnaire distributed to members of the audience prior to the presentation is included. "Preparing Librarians for the 21st Century-Implications for Third World Countries," by Rosa M. Vallejo (Philippines), considers the role of libraries in the information-based society of the future and the need for library education to concentrate on both traditional tion-based society of the future and the need for library education to concentrate on both traditional core subjects and the new field of information technology. Finally, in "The Impact of Technology on the Education and Training for Librarianship," Masanobu Fujikawa examines methods of incorporating information technology into the library education curriculum. (KM)

IR 051 840 IR 051 840 IFLA General Conference, 1986. Education and Research Division. Section: RT of Editors of Library Journals. Paper. International Federation of Library Associations and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Notes—80. Pages presented at the Conference of the Conference of

Note—48; Paper presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1980).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developed Nations, 'Electronic Publishing, Foreign Countries, 'Information Technology,' International Organizations, Library Associations, Publishing Industry, 'Technological Advancements cal Advance

Presented as part of a roundtable discussion by editors of library journals at the 1986 International Federation of Library Associations (IFLA) conference, "Electronic Publishing," by Hirokazu Iwata of Japan, discussee Dai Nippon Printing's response to new media and electronic publishing, Various aspects of the computerized processing and communication of published material are considered, including the diminishing rate of growth of the publishing industry, the development of the Computerized Typesetting System, and current advances in technology, It is concluded that, as the technology of electronic publishing becomes increasingly sophisticated, it will probably becomes common practice for data services to convert large quantities of data input into printed material. (KM)

IR 051 841 IFLA General Conference, 1986. General Research Libraries Division. Section: National Libraries.

Libraries Division. Section: Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86
Note—116p; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

The Type Researches/Meeting Papers (150)

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Access to Information, Developed
Nations, "Developing Nations, Foreign
Countries, International Organizations, Legislation, Library Acquisition, Library Associations,
"Library Cooperation, "Library Materials, "National Libraries, "Preservation, Research Libraries."

\*Library Cooperation, \*Library Materials, \*National Libraries, \*Preservation, Research Libraries (Libraries, \*Preservation, Research Libraries) (Libraries, \*Libraries, \*Libra

ED 280 483 IR 051 84 IFLA General Conference, 1986, General Research Libraries Division, Section: Parliamentary Li-

IFLA General Conference, 1986. General Research
Libraries Division. Section: Parliamentary Libraries. Pagers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—37p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (32nd, Tokyo, Japan, August
24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Committees, "Depository Libraries,
Developed Nationa, Developing Nationa, Foreign
Countries, Foreign Language Books, Foreign
Language Periodicals, "Government Libraries,
Plaformation Services, International Organizations, "Library Acquisition, Library Associations,
"Library Materials, "Research Libraries, User
Needs (Information)
Identifiers—India, Japan, Korea
Papers on parliamentary libraries presented at the
1986 International Federation of Library Associations (IFLA) conference include: (1) "Library Support for Parliamentary Committees" (Peter Dawe,
Switzerland), which considers the needs of parliamentary committees in terms of library materials
and services; (2) "The National Assembly Library
(NAL) of the Republic of Korea—An Overview"
(Joobong Kim, Korea), which discusses the NaL,
and some problems currently confronting the NAL;
and some problems currently confronting the NAL;
and some problems currently confronting the NAL;

(Subhash Kashyap, India), which describes the history and organization of India's Library and Reference, Research, Documentation and Information and Service (LARRDIS); and (4) "Foreign Information and Parliamentary Research in Japan-Current Reality and Future Expectations" (Satoshi Kurokawa, Japan), which discusses the acquisition and utilization of information about external affairs in Japan, with semphasis on the extribition of the Research and with emphasis on the activities of the Research and Legislative Reference Bureau. (KM)

ED 280 484

IF LA General Conference, 1986, General Research
Libraries Division, Section: University Libraries
and Other General Research Libraries, Papers,
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—39p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (32nd, Tokyo, Japan, August
24-30, 1986).
Pub Type—Sereches/Meeting Papers (150)

aral Conference (52nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Libraries, Developed Nations, Electronic Publishing, Foreign Countries, Foreign Language Periodicals, Higher Education, International Organizations, Library Associations, \*Library Networks, \*Research Libraries, \*Scientific and Technical Information, \*Shared Library Resources, Union Catalogs Identifiers—Japan
Four papers on university libraries and other general research libraries were presented at the 1986 International Federation of Library Associations (FFLA) conference. "Activities of the National Centers for Overseas Periodicals" (Keinosuke Imamura, Japan) describes the functions of the eight Japanese university libraries designated as National Centers and their role in the Japanese science information system. In "Japanese University Libraries in a National Network," Tamiko Matsumura of Japan discusses interlibrary cooperation, the provision of photocopy service in interlending, the provision of reading service to external users, and the government's role and the science information system (Stables. "Union List of Periodicals (ULP) Database and Science Information System (SIS) for the Academic Researchers of Japane" (Masamitus Negista) tables. "Union List of Periodicals (ULP) Database and Science Information System (SIS) for the Academic Researchers of Japan" (Masamitsu Negishi, Japan) considers the ULP as a function of the SIS, problem areas in library automation, periodicals systems and the ULP, and system use fees. The text is supplemented with two figures. Finally, in "Scientific Journals and Electronic Publishing," Ulrich Wattenberg of Japan briefly considers the future of electronically distributed scientific journals. (KM)

IR 051 844

ED 280 485

IR 051 844

IFLA General Conference, 1986. Libraries Serving
the General Public Division. Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86

Note—45p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August
24-30, 1986). 24-30, 1986).

receration of Library Associations (IrLA) General Conference (\$2nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, "Disabilities, "Disadvantaged, Foreign Countries, Intercultural Programs, International Organizations, Library
Associations, Library Automation, "Library Services, Program Descriptions, "Public Libraries,
"School Libraries
This document includes papers on libraries serving the general public which were presented at the
1986 International Federation of Library Associations (IFLA) conference. The first paper, "Annual
Reports of Sections and Round Tables of the Division of Libraries Serving the General Public" includes the following annual reports for fiscal year
1985-86: Section of Libraries for the Blind; Section
for Libraries Serving the General Public"
inon; Section of Public Libraries; School Libraries
Section; and the Round Table of National Centres
Section; and the Round Table of National Centres
for Library Services (ROTNAC). Other papers in
this document include: (1) "Past, Present, and Future of the School Library Section of IFLA" (Annual
Libraries for People with Disabilities" (Catherine F.
Pinion, United Kingdom); and (3) "Computerizing
Library Services for the Handicapped-Some Japanese Issues" (Jun Ishikawa, Japan). (KM)

ED 280 486 IR 051 845
IFLA General Conference, 1986, Libraries Serving
the General Public Division. Section: Libraries
for the Blind, Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—53p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August
24-30, 1986).
Pub Type—Seceches/Meeting Papers (150)

eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF91/PC03 Plus Pestage
Descriptors—Aesthetic Education, Audiodiaks,
"Blindness, Braille, Developed Nations, Directories, Foreign Countries, "International Cooperatioe, International Organizations, Library
Associations, "Library Services, Program Descriptions, Public Libraries, "Visual Impairments
Identifiers—Netherlands, Norway, Universal
Availability of Publications, USSR
Papers on libraries for the blind presented at the
1936 International Federation of Library Associations (IFLA) conference include: (1) "Report on
Study on the Tools to Improve the Availability of
Library Materials for the Blind" (Winnie Viszanaky, Denmark); (2) "Planning the Third Edition
of "The International Directory of Libraries for the
Blind" (Edwige Mortyr, Norway); (3) "Library
Services to Visually Handicapped in Norway" (Blae
Granheim and Ka-Jo Carlsen, Norway); (4) "Integration or Disintegration—The Services of Libraries
for the Blind in the Netherlands" (J. M. J. Dister,
Netheriands); (5) "Universal Availability of Publications and Special Format Materials" (Lorraine
McQueen, Canada); and (6) "Library Programme of
the Artistic-Aesthetical Education of the Blind Citzens of Russia" (D. S. Zharkov, USSR). (KM)
ED 280 487

ED 280 487

ED 280 487

IR 051 846

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Libraries for Disadvastaged People. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 36

Note—73p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986). Some pages have light type. Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage. Descriptors—9Bibliotherapy, Foreign Countries, "Hearing Impairments, "Hospital Libraries, Information Needs, International Organizations, Library Associations, Library Services, "Prison Libraries, "Videotspe Recordings, Word Processing.

ing Identifiers—\*Easy Reading Books, Japan, Poland,

Ing.

Identifiers—"Easy Reading Books, Japan, Poland, United States
Papers on libraries for disadvantaged people presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1)
The Hearing Impaired Persons and Libraries—The Status Quo in Japan," (Shuuichi Matsunobu, Japan); (2)
"A Production System of Captioned Video Tapes Using Japanses Word Processors" (Satoshi Nishikawa, Japan); (3) "Hospital Libraries in Poland" (Franciszek Czajkowski, Poland); (4) "On Bibliotherapy" (Masamoto Higuchi, Japan); (5)
The Information Needs of Immates and the Prison Library" (Stephen M. Mallinger, United States); and (6) "How to Publish Easy Reader Books-Model" (Beata Lundstrom and Elaie Bellander, Sweden). (KM)

ED 280 488 IR 051 847

IFLA General Conference, 1986. Libraries Serving
the General Public Division. Section: Library
Services to Multicultural/Multilingual Populations. Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—71p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August
24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)

24-30, 1986).
Pub Type—Speeches/Meoting Papers (150)
EDRS Price - MF0L/PCM Plus Postage.
Descriptors—Asian Studies, Audiovisual Aids, Foreign Countries, \*Information Services, \*Intercultural Programs, International Organizations, Library Associations, Library Materials, Library Networks, Literacy, \*Minority Groups, \*Multi-

lingual Materials
lidentifiers—Korea, MARC, USSR
Papers on library services to multicultural and multilingual populations presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Use of New Technologies to Foster Literacy among Minorities" (Shmuel Sever, Israel); (2) "Information Services for Culturally Suppressed Groups" (Elaine Kempson, United Kingdom); (3) "Innovative Audio-Visual Library Projects for Ethnic and Linguistic Minority Groups" (Emma Cohn, United States); (4) "Why Asia Hall? Its Purpose and Grassroots Preparation" (Katsuharu Sakaguchi, Japan); (5) "Libraries Serving Multinational Population of the USSR" (I. K. Nazmutdinov, USSR); and (6) "On Establishing the Standard Character Code System in Korea and Its Application on Korea MARC Data Base" (Kyu-Seob Hyeon, Korea). (KM)

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Public

the General Public Division. Section: Public Libraries. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—96p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24, 2010.

24-30, 1986).
Pub Type — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors — Children, Developed Nations, Developing Nations, Fees, Foreign Countries, International Organizations, Library Administration, Library Associations, "Library Services, "Library Statistics, "Public Libraries, Statistical Analysis"

IR 051 849 IFLA General Conference, 1986. Management and Technology Division. Section: Conservation. Pa-

pers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86

Note—34p.; Papers presented at the International Federation of Library Associations (IFLA) Gen-eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).

eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Books, Developed Nations, Developing Nations, Foreign Countries, Guidelines, International Organizations, Library Associations, Library Planning, \*Preservation, \*Program Descriptions, Publishing Industry
Identifiers—China, Japan Perservation, \*Program Descriptions, Publishing Industry
Identifiers—China, Japan
This document contains three papers on conservation which were presented at the 1986 International Federation of Library Associations (IFLA) conference. In "The IFLA Conservation Section and the Core Programme for Preservation (PAC)." David W. G. Clements of the United Kingdom outlines the background of the Core Programme on Preservation and Conservation survey methodology, a chart illustrating paper embrittlement from 1850 to 1960 measured by fold test, a model of preservation options, and drafter covies of guidelines for the handling of books in gauseral collections and conservation rules for readers. "Preservation/Conservation in Japan" (Akio Yasue, Japan) describes the responses of book publishers and librarians to problems of preservation and conservation. Finally, in "Preservation Prob-

lems and the Five-Year Plan," Li Jingren of China discusses preservation problems and activities at the National Library of China, with emphasis on a 5-year preservation plan designed to extend from 1985 to 1989. (KM)

ED 280 491 IR 051 85 IFLA General Conference, 1986. Management and Technology Division. Section: Information Tech-IR 051 850

Technology Division, Section: Information a com-nology. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—56p.; Papers presented at the International Federation of Library Associations (IFLA) Gen-eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).
Pub. Tyrac. Speeches/Meeting Papers (150)

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Access to Information, Databases,
Developed Nations, Foreign Countries, \*information Technology, International Organizations,
Library Associations, \*Library Automation, Library Materials, \*Multilingual Materials, \*Online
Systems, \*Optical Disks, Shared Library Resources

sources
Identifiers—Australia, \*Bibliographic Data Bases,
Information Management, Japan, \*Nonroman

Information Management, Japan, \*Nonroman Scripts
Four papers on information technology were presented at the 1986 International Federation of Library Associations (IFLA) conference. In the paper "Optical Disc Technology Used for Large-Scale Data Base," Naoto Nakayama (Japan) considers the rapid development of optical technology and the role of applications such as optical discs, optical fiber cables, and optical printers in structuring large-scale database systems. Seven figures supplement the text. In a report on the IFLA Pre-Conference Seminar on Automated Systems for Access to Multi-Lingual and Multi-Script Library Materials, Stephen W. Massil of the United Kingdom summarizes papers concerning the automation of non-Roman scripts. National and international standards, computer developments that fail to take library requirements into proper account, and the need for increased dialog between North America and East Asia are noted as areas of concern. "The Australian Bibliographic Network" by Warren Horton of Australia discusses the establishment of a national onien bibliographic facility based on cooperative participation and the facility's impact on shared development of Australia's library services. Finally, in "The Role and Use of Information Technologies and Databases for the Development of Information Management in Japan," Hisamichi Yamazaki of Japan considers the application of leading-edge technologies to information management and documentation. (KM)

ED 280 492
IR 051 851
IFLA General Conference, 1986, Management and
Technology Division. Section: Library Buildings
and Equipment. Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).

and institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—60p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

eral Conference (\$2nd, Tokyo, Japan, August 24-30, 1986).

Language—English; French
Pub Type— Speeches/Meeting Papers (150)
EDRS Prics - MF01/PC03 Plus Postage.
Descriptors—Building Plans, Developed Nations,
"Facility Planning," Pacility Requirements, Foreign Countries," Information Centers, International Organizations, Library Associations,
Library Equipment, "Library Facilities, "Library Planning," Scientific and Technical Information,
Technological Advancement Islement France, United States, USSR
Papers on library buildings and equipment which were presented at the 1986 International Federation of Library Associations (IFLA) conference include:
(1) "Changes in Library Buildings" (H. Faulkner-Brown, United Kingdom), which defines a desirable library building as being flexible, compact, accessible, extendable, varied, organized, comfortable, constant in environment, secure, and economic, and considers the effects of social and technological change on library buildings; (2) "Construction d'un Centre de Documentation Scientifique et Technique" (The Construction of a Center for Scientific and Technical Documentation) (J. P. Sakoun, France), which discusses the need for such

a center in France, the decision of the French government in 1984-85 to establish a center using the Centre Nationale de Recherches Scientifiques (CNRS) as a base, the architectural competition to design a building in Nancy for the new center, and the winning design; and (3) "Modern Technology and Traditional Methods of Library Activity," by V. M. Krasil'shchikova of the USSR, which discusses the unity of traditional "book" technology and modern technology in libraries in the Soviet Union. Architectural drawings for the CNRS center are included. (KM)

ED 280 493

IR 051 852

IFLA General Conference, 1986. Management and Technology Division. Section: Management of Library Associations (RT). Pagers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86

Note—59p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

Pub Tyres. Specchant/Meeting Papers (150)

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— Administration, Continuing Education, Developed Nations, Developing Nations, Foreign Countries, International Organizations, "Library Associations, "Medical Libraries, Organizational Change, "Publications, "Regional Cooperation

nizational Change, "Publications, "Regional Cooperation
Identifiers—Africa, "Asia (Southeast), Corporate
Libraries, Finland, Japan, United States
Papers presented at a session on management of
library associations at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Medical Library Association:
Organizational Change 1898 to Present-Illustrations from Continuing Education" (Raymond A.
Palmer and M. Kent Mayfield, United States); (2)
"The Why and How of CONSAL (Congress of
Southeast Asian Librarians) as a Regional Library
Association" (Hedwig Anuar, Singapore); (3) "Professional Associations Publishing-Information
Transfer or Profit?" (Maija Berndtson, Finland); (4)
"Why Another Association?—A Case for AMLA
(African Medical Library Association)" (Solomon
O. Oyesola, Nigeria); and (5) "Management of Corporate Libraries" (Tetsuo Senoo, Japan). (KM)

ED 280 494

IR 051 853

IFLA General Conference, 1986. Management and Technology Division. Section: Statistics. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86

Note—104p; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-20, 1986)

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors— Data Collection, "Decision Making,
Developed Nations, Developing Nations, Foreign
Countries, International Organizations, Library Statistics, "Public Libraries, "Reference Materials,

\*Study Abroad Identifiers—Australia, Brazil, Japan, Libya, United

States
Papers on statistics which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Library Data Collection in Brazil (Nice Menezes de Figueiredo, Brazil); (2) "Fact-Finding on Statistics and Reference Tools in Japan" (Yurko Sugimoto, Chihomi Oka, Ikuko Mayumi, and Keiko Kurata, Japan); (3) "Public Library Statistics in Libya" (Abubaker M. El-Hush, Libya); (4) "Preparing Librarians for the 21st Century-Study Abroad" (Maxine K. Rochester, Australia); and (5) "Library Statistics and Institutional Decision-Making" (Glyn T. Evans, United States). (KM)

ED 280 495

IFLA General Conference, 1986, Libraries Serving the General Public Division. Section: School Libraries. Childrens Libraries. Papers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86
Note—98p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986). ED 280 495 IR 051 854

Pub Type—Speeches/Miceting Papers (150)
EDRS Price - MFBI/PCOA Plas Postage.
Descriptors—Children, "Childrens Literature, Developed Nations, Elementary Secondary Education, Foreign Countries, International Organizations, Library Associations, "Library Education, Library Instruction, "Public Libraries, Reading Skills, "School Libraries, Volunteers Identifiers—Canada, Childrens Librarians, "Childrens Libraries, Scandinavia Papers on school libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "School Libraries Arighes or Barriers?" (Gwen Gawith, New Zealand); (2) "The Guidance on Reading and Information Skills in School Libraries-Japan's Case" (Ituko Koyama, Japan); (3) "Fresent Status and Problems of School Libraries in Japan-in Order to Achieve Educational Excellence" (Yoshiro Kasahara, Japan); (4) "From CHIFLA to Section of Children's Libraries Tharries Past, Present, and Puture of IFLA's Section of Children's Libraries (Lena Skoglund, Sweden); (6) "The Objectives of Children's Libraries in Children's Libraries (Lena Skoglund, Sweden); (6) "The Objectives of Children's Libraries in Children's Libraries (Lena Skoglund, Sweden); (6) "The Objectives of Children's Libraries in Japan-Irogress and Problems" (Yasuko Nakata, Japan). A script for a slide presentation, "How a Typical Canadian Elementary School Library is Run in a Busy Metropolitan Area," by Anne M. Gailer of Canada, is also included. (KM)

ED 280 496

IR 051 855

IFLA General Conference, 1986. Special Libraries
Division. Section: Science and Technology Libraries. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—Ris: Papers presented at the International

vio Date—Aug so Note—88p.; Papers presented at the International Federation of Library Associations (IFLA) Gen-eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC04 Plus Pastage.
Descriptors—Developed Nations, Developing Nations, Foreign Countries, \*Information Centers, \*Information Technology, International Organizations, Library Associations, \*Library Facilities, \*Online Systems, \*Scientific and Technical Information, \*Special Libraries, Videodisks
Identifiers—Japan, United Nations University (Jacobs)

mation, "Special Libraries, Videodisks Identifiers—Japan, United Nations University (Japan)
Papers on science and technology libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include:

(1) "Online Information Service of the Japan Information Center of Science and Technology" (Ryuko Igarashi, Japan); (2) "A View from the Chip-The Influence of Information Technologies on Libraries and Librarianship" (Pat Mohlott, United States); (3) "Adumbrations on the Information Support Centre" (Allan Horton, Australia); (4) "The Influence of Information Technologies on Libraries and Librarianship-Ideas from Another Point of View" (Dieter Schmidmaier, East Germany); (5) "Cooperation between Representatives of Different Occupational Groups in Construction and Equipping of Technical Libraries in the 21st Century" (Dieter Schmidmaier, East Germany); (6) "The United Nations University Proposal for an Archive of Traditional Knowledge-Implications for Scientific Communities" (Walter Shearer, United Nations University, Japan); (7) "A Developing Country Response to Pat Mohlohi's 'A View from the Chip-The Influence of Information Technologies on Libraries and Librarianship" (Syed Salim Agha, Malayaia); and (8) "Project Emperor-I: China's Treasure Revealed via Videodisc Technology" (Ching-child Chen and Robert D. Stueart, United States), (KM)

ED 280 497
IFLA General Conference, 1986. Special Libraries
Division. Section: Administrative Libraries. Pa-IR 051 856

pers. International Federation of Library Associations and Institutions, The Hague (Netherlands). Pub Date—Aug 86

-63p.; Papers presented at the International eration of Library Associations (IFLA) Gen-

eral Conference (52nd, Tokyo, Japan, August 24-30, 1986).

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Developed Nations, Developing Nations, Foreign Countries, \*Information Retrieval, International Organizations, Library Associations, \*Library Automation, Library Planning, \*Library Services, \*Special Libraries Identifiers—India, Japan, \*Library Development, Peru

Identifiers—India, Japan, "Library Development, Peru Four papers on administrative libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Special Libraries and Their Activities in Japan" (Massya Takayama, Japan) discusses statistical investigation into the conditions of Japanese special libraries, information needs and uses, the present situation and problems in providing services, and the future image of special libraries in Japan. In "Libraries in Peru-Their Approaches to Service, Automation, and Information Retrieval" (Bruce D. Bonta, United States) examines the conditions of librarianship in Peru in terms of library collections, use, and services; automation developments; and information retrieval. "The Present Situation regarding Administrative Libraries in Japan and Their Puture-How To Promote Their Development as We Move to the 21st Century" (Yoshifusa Wakabayahi, Japan) discusses information circumstances surrounding administrative libraries, the uniqueness of Japan's governmental libraries network, the necessity of organizational reform, the library as an information center and its personnel, a system for mutual utilization by government libraries, the uniqueness of Japan's governmental libraries network, the necessity of organizational reform, the library as an information center and its personnel, a system for mutual utilization by government Braries, the uniqueness of the Contury (O. S. Sachdeva and M. K. Jain, India) examines the current services provided by administrative libraries in India and future plans for the development of a computerized bibliographic netexamines the current services provided by administrative libraries in India and future plans for the development of a computerized bibliographic network. (KM)

ED 280 498

IR 051 857

IFLA General Conference, 1986. Special Libraries
Division. Section: Art Libraries. Papers.
International Federation of Library Associations
and Institutions, The Hague (Netherlands).
Pub Date—Aug 36

Note—77p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (32nd, Tokyo, Japan, August
24-30, 1986).
Pub Type—Specches/Meeting Papers (150)

24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Art Materials, Developed Nations, Fantasy, Fiction, Foreign Countries, Illustrations, "Information Networks, International Organizations, Library Associations, Library Technical Processes, Literary History, "Research Tools, "Special Libraries".

ritornation Networks, international organizations, Library Associations, Library Technical
Processes, Literary History, "Research Tools,
"Special Libraries
Identifiers—"Art Libraries, Asia Pacific Region,
Canada, Japan, Posters, USSR
Papers on art libraries presented at the 1986 International Federation of Library Associations (IFLA)
conference include: (1) "The Change of Illustrated
Story Books in the Edo Period (1660-1880)" (Yaeko Kimura, Japan); (2) "History of Posters in Japan
and the Present States of Their Documentation"
(Isuo Okubo, Japan); (3) "Solutions to Processing
East Asian Language Materials in a Canadian Library" (Meiva J. Dwyer, Canada); (4) "History of
Western Sources on Japanese Art-A Bibliographic
Essay" (Nancy S. Allen, United States); (5) "Art
Information Networks in Asia and the Pacific" (Sue
Boaden, Australia); and (6) "Traditional Methods
of Work with Literature on Art in the All-Union
State Library of Foreign Literature (A. M. Semicheva, USSR). (KM)

IR 051 858 ED 280 499

ED 280 499

IR O51 858

IFLA General Conference, 1986. Special Libraries
Division. Section: Biological and Medical Sciences Libraries. Papers.

International Federation of Library Associations
and Institutions, The Hague (Netherlands).

Pub Date—Aug 86

Note—88p.; Papers presented at the International
Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August
24-30, 1986). 24-30, 1986).

24-30, 1986).
Pub Type — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Developed Nations, Foreign
Countries, International Organizations, Library
Associations, \*Library Cooperation, \*Library

Services, "Medical Libraries, Serials, "Shared Library Resources, "Union Catalogs Identifiers—Australia, "Bibliographic Data Bases, China, Japan, "Library Development Four papers on biological and medical sciences libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Activities and Services of Medical Libraries in Japan—Past, Present, and Future" (Kazuo Urata and Toshinobu Suga, Japan) discusses the insugration of the Japan Medical Library Association (JMLA), the present situation of Japanese medical libraries, bibliographic control of medical literature, international cooperation, and future themes. In "The Status and Development of Biomedical Libraries in China," Daxun He of China traces the history of medical libraries in China, presents statistics on the current state of Chinese medical libraries, and discusses the provision of information services. In "Current Development of Biomedical Library of Australia, "Sandra Henderson of Australia describes major projects of the National Library of Australia and the Australian Department of Health has have increased the scope and availability of bibliographic resources in that country. Finally, "Union Lists of Serials" (Erika Love, United States), a syllabus prepared for an IFLA Section of Biological and Medical Sciences Libraries workshop, describes the purpose, uses, and benefits of union lists of serials, and provices an introduction to the basics of union list planning and project implementation. An appendix includes a glossary of technical terms; a bibliography of articles, guidelines and standards, and related readings; and sample forms. (KM)

ED 280 500 IR 051 8: IFLA General Conference, 1986. Special Libraries Division. Section: Geography and Map Library. IR 051 859

Papers.
International Federation of Library Association and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—46p.; Papers presented at the Internation Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, Augu 24-30, 1986).
Pub Tyres. Species (Medical Conference)

Federation of Library Associations (IFLA) General Conference (32nd, Tokyo, Japan, August 24-30, 1986).
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—'Archives, "Atlasse, "Cartography, Databases, Developed Nations, Foreign Countries, International Organizations, Ebrary Associations, "Maps, National Libraries," Optical Disks, "Special Libraries
Identifiers—Canada, Ispan, Library of Congress, United Kingdom, United States
Four papers on geography and map libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Generation and Utilization of Maps and Atlases in Japan," by Takashi Morits of Japan, presents an overview of the making and uses of maps and atlases in Japan, and concludes that a comprehensive national maperataloging system is needed as well as a nationwide map library or museum. Related statistics are presented in graphic format. In "Report on the Library of Congress and Other Federal Agencies" Optical Disc Development for Cartography," Ralph E. Ehrenberg (United States) presents a status report on the Library of Congress Optical Disc Pieropamand the development of optical Disc Program and the development of optical Disc Program and the development of optical Disc Development of optical Disc Program and the development of optical disk technology projects for cartographic materials at several official mapping organizations. "Map Libraries and Optical Disks" (Lorraine Dubreul, Canada) describes optical disk technology as well as applications at the National Library of Canada and the U.S. Library of Congress. Finally, "Digital Maps and Map Libraries" (Sarah Tyacke, United Kingdom) considers the issues involved in establishing a series of national geographic Cartographic databases, including monitoring database production, new forms of storage and information retrieval systems for archiving, legal deposit and copyright laws, the organization of a archive at the national level, and the necessity for setting up a consulta

ED 280 501 IFLA General Conference, 1986. Special Libraries Division. Section: Social Science Libraries. Pa-

Division. Section Services of Library Associations pers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
Pub Date—Aug 86
Note—89p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August

24-30, 1986).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MPBL/PC04 Plus Postage.
Descriptors—Academic Libraries, "Databases, Developing Nations, Foreign Countries, International Organizations, Library Associations, "Library Automation, National Libraries, "Optical Disks, Research Libraries, "Social Sciences (Identifications, "Electric Processing Page 1988).

iers-Pinland, Japan, Nigeria, West Ger-

Identifiers—Finland, Japan, Nigeria, West Germany
Papers on social science libraries presented at the
1986 International Federation of Library Associations (IFLA) conference include: (1) "Efforts at
Computerization in Nigerian Libraries—A State of
Development Review" (A. Olughoyea Banjo, Nigeria); (2) "The Information Activities of the National Library of Economics in the Federal Republiof Germany-Transition from Traditional Library of Economics Internation Systems'
Services to Computer-Based Information Systems'
(Ekkehart Seusing, West Germany); (3) "Library
Automation Activities at Heisinki School of Economics Library and in Finland" (Kyllikki Ruokonen, Finland); (4) "The Impact of Optical DiscPublishing on the Information Community (CDROM: Compact Disc-Read Only Memory)" (W.
Bartenbach, United States); (5) "Databases Created
by Japanese Economists" (Yoshiro Matsuda, Japana); and (6) "The Role of the Libraries for the
Assistance of Research in the Field of Social Sciences" (A. Kasyanenko, USSR). (KM)

IR 051 861 Robinson, Margaret J. The Bay Area Literacy Referral Network, Final

Report.
California State Library, Sacramento.
Pub Date—Dec 86

Pub Date—Dec 86
Note—90p.; For evaluations of the California Literacy Campaign, see ED 263 917 and IR 051 862.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MF91/PC04 Plus Postage.
Descriptors—\*Adult Literacy, Financial Support,
\*Library Services, \*Literacy Education, Program
Descriptions, Program Effectiveness, \*Program
Evaluation, \*Program Implementation, Publicity,
Public Libraries, Questionnaires, \*Referral
Identifiers—Answering Services, \*Bay Area Literacy
Referral Network CA, California, Library
Services and Construction Act

Identifiers—Answering Services, "Bay Area Literacy Referral Network CA, California, Library Services and Construction Act
This report summarizes the results of a feasibility study of the Bay Area Literacy Referral Network (BALRN), a local literacy referral system established in 1985 by the coordinators of the 13 Bay Area literacy projects, which in turn were established by the California Literacy Campaign initiated in 1983. Punded with Library Services and Construction Act funds, BALRN was designed to test the feasibility of establishing a commercial toli-free telephone referral service as a regional measure to improve access to literacy assistance, and to evaluate various elements of the referral system. Evaluation of BALRN included such considerations as the ability of the answering service operators to be sensitive and encouraging to the caliers and to provide accurate and timely referrals. Based on the evaluation, it was decided to continue the system and support it with local funds. Lessons learned during BALRN's implementation are described and final recommendations are summarized. In addition, chapters on the implementation process include discussions of the referral service, the referral process, the evaluation process, project findings, media coverage for the 800-number referral service, managing BALRN, and making the transition from federal to local funding. The text is supplemented with seven tables and two exhibits, and additional information is provided in thirteen appendices which include the BALRN questionnaire and responses, the BALRN data collection log, and sample public service anautonements. (KM)

ED 280 503 IR 051 862
Wurzbacher, Mark F. Yeannakis, Christine H.
California Literacy Campaign: Program Effectiveness Review II.
Wurzbacher and Associates, Adelphi, MD.
Spons Agency—California State Library, Sacra-

Pub Date—15 Sep 86 Note—196p.: For an extote—196p.; For an earlier evaluation of CLC, see ED 263 917; for a specific CLC program, see IR Pub Type— Reports - Research (143) — Tests/

Questionnaires (160)
EDRS Price - MPDI/PCOS Plus Postage.
Descriptors - Adult Literacy, Educational Assessment, "Library Services. "Literacy Education, Program Descriptions, "Program Effectiveness, Program Evaluation, Public Libraries, Questionnaires, State Aid, State Libraries, "State Programs, Tutors State Aid, State Libraries, "State Programs, Tutors Identifiers—"California Literacy Campaign This review of the California Literacy Campaign (CLC), a statewide, community-oriented, library-based program funded under the California Library Services Act, is designed to determine the extent to which CLC has been effective in carrying out its mission, the manner in which increased effectiveness may be achieved, and ways in which program effectiveness can be more accurately gauged in the future. Following background information on CLC, results of the study are presented in three chapters that describe the learners and tutors who participated in the evaluation, present descriptive and analytical information on the tutoring experience from both learner and tutor perspectives, and provide descriptive and analytical information on tearner skills improvement and life enhancement outcomes. A final chapter summarizes the results of the study and provides recommendations for program modifications and future evaluations. Statistical information is presented in 17 tables, and the following information is appended: (1) a listing of communities served by the CLC; (2) a CLC program location may; (3) a CLC contact list; (4) a CLC status report; (5) the student interview guide; and (6) the tutor questionnaire. An executive summary is also provided. (KM)

ED 280 504 IR 051 ( Clark, Collin, Ed. California Public Library Salary Survey, 1987. California State Library, Sacramento. IR 051 863

Pub Date-87 Note-158p.: Pub Date—87 Note—158p; For the 1986 survey, see ED 263 919. Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) EDRS Price - MF01/PO7 Plus Postage.

Descriptors—Annual Reports, \*County Libraries, \*Library Administration, Library Expenditures, \*Library Personnel, Library Statistics, Library Surveys, \*Public Libraries, \*Salaries, State Libraries

ies Identifiers—\*California

ies

Identifiers—\*California

Reproduced directly from annual reports submitted to the California State Library by the state's city, county, and special district public libraries, this annual salary survey includes monthly ranges at the beginning step and final step for eight professional and support positions. Not all surveyed positions are found in all libraries. The survey is for salary ranges in effect on September 1, 1986, i.e., the 1986-87 fiscal year. Some libraries chose to present their data in other ways, including annual rather than monthly rates, or more than one range per position described. All data are published as submitted. The eight positions comprise: (1) library director; (2) assistant library director; (3) chief of a major library division: (4) chief of a branch library; (5) beginning professional librarian; (6) manger of a special library service; (7) library technical assistant; and (8) beginning non-professional employee. Entries are arranged alphabetically by jurisdiction. (Kb4) (KM)

ED 280 505 ED 280 305
IR (151 86
Library Community Information Roundtable Proceedings (Sacramento, California, December 4-5,
1986).
California State Library, Sacramento.
Pub Date—Dec 86

-31p. Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive

Opinion Papers (120) — Reports - Descriptive (141)

Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Community Information Services, Library Planning, "Library Role, "Needs Assessment, Policy Formation, "Public Libraries, "Referral, State Libraries, Statewide Planning Identifiers—"California State Library

Introductory materials for these proceedings list acknowledgements and roundtable participants, provide the roundtable agenda, and present both the roundtable goal-to improve the quality of community information services in California public libraries through the development of a plan and program focus for the California State Library—and four objectives related to the goal. The opening remarks of

Gary E. Strong, California State Librarian, are summarized, and the full text is provided for the presented paper, "Overview and History of Information and Referral Services-A National and State Perspective," by Jane Light, Director, Redwood City Public Library. Also included are summaries of participant discussions of the following topics: (1) expectations for the meeting; (2) strengths of libraries in providing information and referral (I&R) services; (3) elements of I&R service delivery; (4) key players and their roles in I&R services; (5) needs in roviding I&R service delivery; (6) what the state library should be doing in the next two to three years to promote I&R: and (7) an outline of follow-up activities. Six I&R need areas and methods to address them are included in that discussion. A brief summary of the closing remarks of Yolanda Cuesta, Bureau Chief, Library Development Services Bureau, concludes the proceedings. (KM)

ED 280 506 IR 051 86
Pastori, Sharon And Others
Literacy for Every Adult Project (LEAP). Report
of Learning Center Component,
Richmond Public Library, Calif. IR 051 866 Pub Date-Sep 86

of Learning Center Component.
Richmond Public Library, Calif.
Pub Date—Sep 86
Note—Sep 86
Note—Sep 9.
Pub Type—Reports - Evaluative (142) — Reports
- Descriptive (141) — Reference Materials - Bibliographies (131)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—"Adult Basic Education, Annotated
Bibliographies, "Computer Assisted Instruction, Computer Software, Interviews, Lesson Plans,
"Library Services, "Literacy Education, Microcomputers, Program Evaluation, Public Libraries, "Tutorial Programs, Word Processing
Identifiers—California, "Literacy for Every Adult Project CA
This review of the activities of LEAP (Literacy for Every Adult Project), a free, basic skills tutorial program for adults, is divided into two parts. Part 1 provides the most recent assessment of the LEAP microcomputer learning center, which was funded in 1985 through a Library Services and Construction Act grant, and Part 2 details the early activities of the center shortly after its opening in the spring of 1984. Topics discussed in Part 1 include the spring, 1986, evaluation of the use of word processing and lesson plans for software programs, the value of incorporating computer sided instruction (CAI) in library-based literacy programs, requirements for a minimal program, and the expectations and realities of the LEAP learning center. Part 2 includes a discussion of the background and an evaluation of the project, a description of the LEAP learning center and its curriculum, a project summary and recommendations, and a 27-item bibliography and software programs used at the LEAP learning center see with software, interviews with LEAP learners, and a lengtly annotated bibliography of software programs used at the LEAP learning center are appended. (KM)

ED 280 507

IR 051 867

ED 280 507
The 1985 Annual Report of Michigan Public Library Cooperatives [and] Michigan Public Library Statistics, 1996.
Michigan Library, Lansing.
Pub Date—[Sep 86]
Note—136p.
Pub Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annual Reports, Blindness, Library
Administration, \*Library Cooperation, \*Library
Services, \*Library Statistics, Physical Disabilities,
\*Public Libraries, \*Shared Library Resources,
State Programs, \*Tables (Data)
Identifiers—"Michigan
The first of the two reports presented here begins

State Programs, "Tables (Data) Identifiers—"Michigan The first of the two reports presented here begins by listing the members and alternate members of the Michigan State Legislature; members of the Library of Michigan Board of Trustees; and Library of Michigan Gricials. A directory of the state's 16 public library cooperatives is also provided, together with maps showing their geographic locations. Separate annual reports for each of the cooperatives make up the major part of this report. Each annual report sort of the cooperative goals, cooperative management activities, cooperative services, major accomplishments during the past year, plans for the future, and comments. Statistical tables which make up the bulk of the second report present the income, operating expenditures, resources, resources and services, audiovisual resources and summary statistical data for Michigan

public libraries according to population size. Also included are tables showing the income and expenditures of the Michigan library cooperatives, a list of cooperative library board members, and information about regional and subregional libraries serving blind and physically handicapped residents of the state. (KM)

blind and physically handicapped residents of the state. (KM)

ED 280 508

IR 051 868

Ouellette, Janice A. Anttila, Faith E.

The Periodical Use/Survey at Fitchburg State
College Library.

Fitchburg State Coll., Mass.

Pab Date—[85]

Note—38.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, College Faculty, College Students, Higher Education, Library

Collection Development, Library Services, Library Surveys, \*Periodicals, Questionnaires,

"User Needs (Information), \*Use Studies
Identifiers—Fitchburg State College MA

This narrative description summarizes the planning and implementation of a periodical use survey conducted during fall 1985 and spring 1986 to determine who uses the Fitchburg State College Library periodical holdings and which periodicals are used. Relevant literature is discussed, the purpose of the survey is explained, and survey procedures are described. Use survey activities included reviewing course syllabi for references to periodicals, surveying faculty members concerning their use of and feelings toward library services and materials, determining what indexes and abstracts were used, surveying students, and reviewing interlibrary loan requests for the past three years. It was concluded that, although time-consuming, the project was worthwhile in identifying areas where students need help in using periodicals, areas where students need help in using periodical illets to review for adding or dropping. A 21-item bibliography is provided, and appendicies include the following information:

(1) the Periodicals Department collection policy; 2) a cover letter to faculty concerning the periodical use survey; (3) periodical use survey procedures; (4) a tally sheet for tracking use of indexes and abstracts; (5) a card for use with the journal title tally sheet; (6) a sign posted during the survey; (7) the faculty survey form; and (8) the student survey form. (KM)

ED 280 509

Dierickx, H., Ed. Hopkinson, A., Ed.

Reference Manual for Machine-Resoluble Bibliographic Descriptions. Third Edition.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information

Organization, Paris (France). General Informa-tion Programme.

Report No.—PGI-86/WS/6
Pub Date—86
Note—306p; Some examples and diagrams contain small print.
Pub Type—Reference Materials (130) — Guides— General (050)
EDRS Price—MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptor—Communications—\* Competer—Ori-

EDRS Price - MF91 Plus Postage. PC Not Available from EDRS.

Descriptors—Communications, "Computer Oriented Programs, Databases, Definitions, "Documentation, Guidelines, "Information Dissemination, "Information Storage, Information Dissemination, "Information Storage, Information Storage, Information Dissemination, "Information Storage, Information, Standards, Tables (Data)

Identifiers—"Bibliographic Records, Information Exchange Procedures, "Machine Readable Data A product of the UNISIST International Centre for Bibliographic Descriptions (UNIBID), this reference manual presents a standardized communication format for the exchange of machine-readable bibliographic information services, including libraries. Its first section defines in broad outline the format and content of bibliographic records, the concepts of type of bibliographic records, the concepts of type of bibliographic for the description of each type of bibliographic entity and bibliographic each type of bibliographic entity and bibliographic each data elements regarded as essential or optional for the description of each type of bibliographic entity and bibliographic entity and bibliographic entity of the Uniformation services and detailed definitions of each data element are given in the second part, as well as guidance on how the data element content is to be selected and entered into the machine-readable medium. The third section provides detailed specifications of the carrier format or record structure, tions of the carrier format or record s

character sets and coding, transliteration, physical standards for magnetic tapes, and other aspects primarily of concern to computer system designers. A set of examples with complete bibliographic descriptions follows, and the final section presents general guidelines for the production of documentation on individual implementations of the reference manual. Additional background information is given in six appendices. A 36-item bibliography which includes relevant international standards and 10 tables and diagrams are also provided. (KM)

which includes relevant international standards and lot tables and diagrams are also provided. (KM)

ED 280 510

IR 052 069

Administrative Procedures and Guidelines for ERIC Clearinghouse Management. Educational Resources Information Center (ED), Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 83

Note—83p.; "Compiled by Central ERIC Staff for the Guidance of the ERIC Clearinghouses."

Pub Type—Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Administrative Policy, Administrator Guides, Annual Reports, Budgets, "Clearinghouses, Contracts, Guidelines, Information Services, Personnel Management, Proposal Writing, Publications, Recordkeeping, Records (Forms), Statistical Data Identifiers—\*ERIC, Site Visits

This loose-leaf manual brings together in a single reference source all administrative requirements common to ERIC clearinghouse operations. Some contain relatively firm guidelines that should be followed closely; others contain more flexible guidelines and suggestions that, in their application, should be considered subject to the discretion of the individual clearinghouse Operations," which covers processing, budget monitoring, record keeping, and system support groups; (3) "Personnel Management," which includes job descriptions, functional titles, and staff orientation; (4) "User Services," which covers extent of services, recommended materials, and form letters; (5) "Clearinghouse Publications, and form letters; (5) "Clearinghouse Publications, involvement with professional organizations, and ourrent "cutting edge" topics; (7) Reports," which covers management data, the sta-tistical report, status report on major clearinghouse publications, involvement with professional organi-zations, and current "cutting edge" topics; (7) "Guidelines for Site Visits to ERIC Clearing-houses," which includes preparation by the clear-inghouse for the site visit, conduct of the site visit, and post site visit actions; (8) "Guidelines for the Annual Review," which includes the presentation of the review and review material to government mon-itors; and (9) "Incremental Funding Requests," which covers requirements for submission, forms of the request, business (line item) budget, and per-formance category budget. A list of ERIC-related acronyms and samples of various forms used by the ERIC clearinghouses are included. (BBM)

## JC

ED 280 511 JC 870 120

EM 280 511
Montemayor, J. Joaquin And Others
Nonreturning Students. Projec illow-Up Report
No. 5. Research Report 3.
Glendale Community Coil., AZ. Office of Research
and Development.
Pub Date—9 May 85

Pub Date—9 May 85
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Academic Persistence, Community
Colleges, "Dropout Attitudes, "Dropout Characteristics, Dropout Rate, Dropout Research,
"Dropouts, School Holding Power, "Student Attrition, Two Year Colleges, "Two Year College Students, "Withdrawal (Education)
Glendale (Arizona) Community College (GCC)
conducted a survey of students who attended the
college in fall 1984 and did not return for the spring
1985 term to determine former students' perceptions of GCC, reasons for not recarolling, educational goals, transfer and employment experiences,

salaries, and characteristics. Study findings, based on responses from 319 former students, included the following: (1) overall, respondents gave the college highest ratings for quality of instruction and library services, and the lowest ratings for course advisement, counseling, and placement services; (2) the top three reasons for not reenrolling were conflicting job hours, personal reasons, and the fact that the students had completed the courses they needed; (3) 48% of the respondents had educational goals associated with job preparation or improvement of existing job skills; (4) about 16% were steeding another institution at the time of the survey, and 76% were able to transfer all credit; (5) for the 184 students who reported salary data, the average monthly salary for full-time workers was \$1,652; and (6) about 79% of the respondents said they were interested in taking more courses at GCC. The study report includes a list of suggested uses of the data. (LAL)

ED 280 512 JC 870 121 JC 870 121
Montemapor, J. Joaquin And Others
Graduate Fellow-Up Survey Report, October
1985. Research Report 4.
Glendale Community Coll., AZ. Office of Research
and Development.
Pub Date—Oct 85

Grendale Community Coll., AZ. Office of Research and Development.
Pub Date—Oct 85
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—"College Graduates, College Transfer Students, Community Colleges, Education Work Relationship, Employment Patterns, Followup Studies, Graduate Surveys, 'Outcomes of Education, 'Participant Satisfaction, 'Student Attitudes, Two Year Colleges, Two Year College Students, Vocational Followup
A survey was conducted of students who graduated from Glendale (Arizona) Community College (GCC) during the 1984-85 school year to determine graduates' transfer and employment experiences and perceptions of the college. Study findings, based on responses from 444 graduates, included the following: (1) overall, graduates gave the highest ratings to library services, veterans' services, instructor interest, and quality of instruction; (2) graduates gave GCC lowest ratings in terms of placement services, counseling, and instructors' use of instructional medis; (3) 56% of the academic students and 20% of the occupational students were attending another school at the time of the survey; (4) 32% of the academic transfer students were attending another school at the time of the survey; (4) 32% of the academic transfer students were attending another school at the time of the survey; (4) 32% of the academic transfer students were attending another school at the time of the survey; (4) 52% of the academic transfer students and 20% of the academic transfer the later and a decent and age. (LAL)

ED 280 513 JC 870 123

EAJ 400 313

Montemayor, J. Joaquin And Others
Student Withdrawal Survey: College Withdrawal,
Spring 1986. Research Report 1.
Mesa Community Coll., AZ. Office of Research and
Development.
Pub Date—Sep 86

Mesa Community Coll., AZ. Office of Research and Development.
Pub Date—Sep 86
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Pastage.
Descriptors—Academic Persistence, Community Colleges, "Dropout Attitudes, "Dropout Characteristics, Dropout Rate, Dropout Research, "Dropouts, "School Holding Power, "Student Astrition, Two Year Colleges, "Two Year Colleges Students, "Withdrawal (Education)
A sample of students who withdrew from Mesa (Arizona) Community College (MCC) during spring 1986 was surveyed to determine reasons for withdrawal and dropout characteristics. Study findings included the following: (1) the primary reason for withdrawal was surveyed to hours, with 52% of the students who were employed working over 40 hours per week; (2) 61% indicated that they planned to return to MCC in the future; (3) counseling and placement/entry testing were the two most frequently used student services, while child care and student activities were the least used; (4) 64% of the respondents indicated that they were satisfied or very satisfied with the college, 14% said they were disappointed or very disappointed, and 10% said

they were dissatisfied with instruction; and (5) while White students most frequently reported "conflict-ing job hours" as their reason for withdrawing, His-panic students more frequently listed "financial reasons." (LAL)

JC 870 124 ED 280 514

EAF 280 318
Montemajor, J. Joaquin And Others
Graduate Follow-Up Survey Report, Spring 1986.
Research Report 2.
Mesa Community Coll., AZ. Office of Research and

Research Research 2
Mesa Community Coll., AZ. Office of Research and
Development.
Pub Date—Sep 86
Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"College Graduates, College Transfer
Students, Community Colleges, Education Work
Relationship, Employment Patterns, Followup
Studies, Corndunts Varveys, "Outcomes of Education, "Participant Satisfaction, "Student A. tudes, Two Year Colleges
In September 1986, a graduate follow-up survey
was conducted at Mesa (Arizona) Community College (MCC) to determine graduates' perceptions of
the college, and transfer and employment experiences. Study findings, based on responses from 336
graduates, included the following: (1) graduates
gave the highest ratings to quality of instruction,
class size, instructor interest, and the adult/re-entry
program; and the lowest ratings to job placement,
counseling, and students and 66% of the academic
students were attending another school at the time
of the survey; (3) about 21% of the graduates reported having trouble transferring, with most of the
problems related to the transfer of credit or transcript difficulties; (4) 55% of the transfer categorized themselves as seniors or graduate students at
the transfer institution. 68% were full-time students. acript difficulties; (4) 55% of the transfers catego-rized themselves as seniors or graduate students it the transfer institution, 65% were full-time students, and 81% rated their preparation at MCC as satisfac-tory or excellent; (5) for the 97 employed graduates, the average monthly salary was \$1,857; (6) cat-demic graduates tended to rate their MCC cour-sework higher than occupational graduates; and (7) of the employed graduates who were not working in the field for which they were trained, 23% reported that they could not find a job in that field, and 24% said that they preferred to work or found a better paying job in another field. A discussion of the use-fulness of value-added data is included in the study report. (LAL)

JC 870 125 ED 280 515

Montemayor, J. Joaquin And Others Employer Follow-Up, Spring 1986. Rese

port 3. Mesa Community Coll., AZ. Office of Research and Development. ub Date—Sep 86

Pub Date

Mesa Community Coll., AZ. Office of Research and Development.
Pub Date—Sep 86
Note—13p.
Pub Type—Reports - Research (143)
EDRS Price - MF81/PCDI Plus Postage.
Descriptors—College Graduates, Community Colleges, Education Work Relationship, Employment Patterns, 'Job Training, 'Outcomes of Education, 'Personnel Evaluation, School Business Relationship, Two Year Colleges, Two Year Colleges, Two Year Colleges, Two Year Colleges, Two Year College Students, Vocational Followup
A study was conducted by Mesa (Arizona) Community College (MCC) to obtain and analyze information from employers of former MCC students regarding the performance, skills, and attitudes of former students; job outlook; assessment of MCC training; and source of hiring. Study findings included the following: (1) employers gave the highest ratings to occupational students' willingness to occupational students' willingness to learn, work attitude, and compliance with employers' policies, and the lowest ratings to problem-solving skills, communication skills, and mathematics skills; (2) for academic students, the highest ratings were given to work attendance, accepting responsibility, and work attitude, while the lowest ratings were given to problem-solving skills, organizational ability, mathematics skills, and technical knowledge; (3) employers gave higher ratings to the training received by occupational students than that received by academic students; (4) overall, employers rated the future job outlook; (5) 85% of the employers who felt that they had a basis for comparison indicated that MCC graduates were better prepared than ensployees of the same work group without such training; (6) 65% indicated that MCC training had added to the students's potential for job

placement or job advancement; and (7) 67% indi-cated that the source of hiring was the student's own initiative. Uses for the study data are recommended. (LAL)

IC 870 126 ED 280 516 Hannon, Jack And Others Hispanic Student Survey, Spring 1985. Prelimi-

nary Report.
Mesa Community Coll., AZ. Office of Research and

Mesa Community Coll., AZ. Office of Research and Development.
Pub Date—15 Apr 86
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Community Colleges, Ethnic Groups,
Family Characteristics, "Hispanic Americans,
"Mexican Americans, Minority Groups, Spanish
Speaking, "Student Attitudes, "Student Characteristics," Student Research, Two Year Colleges,
"Two Year College Students
In spring 1985, a study of Hispanic students at-

teristics, "Student Research, Two Year Colleges, "Two Year College Students In spring 1985, a study of Hispanic students attending Mesa (Arizona) Community College (MCC) was conducted by a "Sociology of the Chicano Community" class. A 100-item interview schedule was developed and administered to a sample of 45 students. Study findings included the following: (1) 42% of the students chose "Mexican-American" as their ethnic identification, 26% chose "Mexican," and 23% chose "Hispanic"; (2) 80% of the students midicated that their father had a semissilled occupation, 25.6% had a skilled occupation, and 16.3% had white collar occupation; (4) nearly 50% of the students listed "8th grade or less" as their fathers' educational level; (5) 30% of the students reported growing up in a "barrio"; (6) 37 of the 45 respondents were working; (7) 64% felt that they had received no counseling assistance in high school; (8) while 24 of the respondents had felt no prejudice from fellow students, the administration, faculty, or a combination of these groups; and (9) over half of the respondents indicated that they were experiencing no financial difficulties. Survey data are appended. (LAL)

JC 870 136 ED 280 517

Rodriguez, Max
The Urban Community College Transfer Opportunities Program at LaGuardia. Interim Report on La Guardia Community Coll., Long Island City,

N.Y.

Activities.

La Guardia Community Coll., Long Island City, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Mar 87

Note—16p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, "Articulation (Education), "College Transfer Students, Community Colleges, "Educational Counseling, Information Dissemination, Information Needs, "Intercollegister Cooperation, Program Evaluation, "Transfer Programs, Two Year Colleges, Two Year College Students, Urban Education Identifiers—"Urban Community Coll Transfer Opportunities Program UCCTOP), funded by the Ford Foundation in 1984, induced LaGuardia Community College (LCC) to critically examine, systematize, and strengthen its approaches to transfer and articulation. Viewing the major barrier to transfer as students' information needs, LCC has developed: (1) a Transfer Information Guide, which hassists students' information needs, LCC has developed: (1) a Transfer Information Guide, which assists students information needs, LCC has developed: (1) a Transfer Information Guide, which assists students information needs, LCC has developed: (1) a Transfer Information Guide, which assists students information Guide, which assists students information and eareer planning in the required Freshman Seminar; (3) a Transfer Seminar, which focuses on educational and career planning in the required Freshman Seminar; (3) a Transfer Seminar, which focuses on educations criteria, academic programs, credit transfer, and other issues with four-year college representatives; and (5) the Career Transfer Resource Center, which offers a variety of print and computerized resources. In its attempt to broaden students' transfer options. and (3) the career transfer Resource center, which offers a variety of print and computerized resources. In its attempt to broaden students' transfer options, LCC has joined with Baruch College and Queens College to develop and implement a Joint Admis-sions Program; established a partnership with Vassar College to give students the opportunity to experience a private, selective, four-year college setting; formed another transfer partnership with Clark College (Georgia) to encourage continued education at historically black institutions; and forged linkages with other four-year private institutions. The impact of the UCCTOP project on LCC can be measured in terms of the number of grant activities that will be institutionalized by the end of the funding cycle, the amount of college resources devoted to the operationalization of the project, and the changes that have taken place at the college. (EJV)

have taken place at the college. (EJV)

ED 280 518
They Said It Couldn't Be Dense: Studenc Services
Program Review Project Final Report.
Spons Agency—California Community Colleges,
Sacramento.
Pub Date—Oct 86
Note—348p. Prepared by the steering committee
and staff of the Student Services Program Review
Project.
Pub Type—Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MP01/PC14 Plus Postage.
Descriptors—Carrer Counseling, "Carreer Planning,
"College Admission, Community Colleges, Educational Counseling, "Evaluation Criteria, "Evaluation Methods, "Program Evaluation, Program
Implementation, Student Evaluation, Program
Implementation, Student Personnel Services, Student
Placement, Testing Programs, Tutorial Programs,
Two Year Colleges
Identifiers—"California
This report contains the final products of the Student Services, Program Davisur, Project (SSBR)

Two Year Colleges
Identifiers—"California
This report contains the final products of the Student Services Program Review Project (SSPRP), which was designed to develop evaluation models to measure the efficacy of the various student services programs provided by the California community colleges. The first sections of the report offer introductory information on the goals and activities of the SSPRP. The next sections present evaluation designs for the following student services areas: admissions and records, assessment services, career/life planning, counseling, financial sid, job placement, student affairs, and tutorial services. For each area, evaluation criteria, measures, and methods are specified relative to the determined goals. After indicating which colleges pilot tested particular components of the evaluation design, the report offers a brief overview of the experiences at the test sites. Finally, the main tenets of evaluation underlying the SSPRP are set forth, along with a discussion of possible purposes of evaluation and an outline of procedural steps. Appendices include a glossary, information on project participants, and sample surveys administered by various pilot colleges to obtain feedback on selected student services programs. (LAL)

ED 280 519 JC 870 153

Arendt, Kenneth M., Ed.
Teaching the Developmental Education Student.
New Directions for Community Colleges, Num-

ERIC Clearinghouse for Junior Colleges, Los An-

geles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-958-0
Pub Date—87
Contract—400-83-0030

Contract—405-34050
Note—121p.
Available from—Jossey-Bass Inc., Publishers, 433
California St., San Francisco, CA 94104 (\$12.95).
Journal Cit.—New Directions for Community Colleges; v15 n1 Spr 1987

Journal Cit—New Directions for Community Colleges, v15 nl Spr 1987

Pub Type—Reports - Descriptive (141) — Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/POLS Plus Postage.

Descriptors—Community Colleges, Developmental Studies Programs, Educational Testing, "High Risk Students, Learning Disabilities, Politics of Education, "Remedial Instruction, Remedial Mathematics, "Remedial Programs, Remedial Reading, Science Instruction, Student Placement, Tutorial Programs, Two Year Colleges, "Two Year Colleges Students This collection of essays addresses various themes related to developmental education in two-year colleges. The collection contains: (1) "Responding to Criticism of Developmental Education," by Arthur M. Cohen, which answers six criticisms commonly leveled against remedial education; (2) "The Politics of Remediation," by Dennis McGrath and Mar-

tin B. Spear, which relates the policy debate over the provision of remedial education to the struggle to define the nature and role of community colleges; (3) "Academic Support Services for Developmental and High-Risk Students in Community Colleges," by Gilbert J. Carbone, which considers models for academic support services; (4) "Assessment and Placement of Developmental and High-Risk Students," by Dorothy Bray, which relates skills assessment and course placement to student success and satisfaction; (5) "Learning Disabilities and the Developmental Education Program," by Bonnie J. Young and Bonnie L. Staebler, which offers insights drawn from research and other resources on ways community colleges can serve learning disabled students; (6) "Reading and Developmental Education," by Karen S. Piepmeier; (7) "Science and Developmental Education," by Cene F. Craven; (8) "Mathematics and Developmental Education," by Edwin D. Strowbridge; and (9) "Sources and Information: Developmental Education," by College," by Diane Zwemer, which offers an annostated bibliography of ERIC documents. (EIV)

JC 870 154

ED 280 520 JC 870 154
McDougall, Kay Giallo, Joseph
Project Employment Report: A Labor Market
Needs Assessment of Santa Cruz County,
Cabrillo Coll., Aptos, Calif.
Pub Date—[86]
Note—1589.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MPDL/PC07 Plus Postage.
Descriptors—Community Colleges, \*Plemand Oc-

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Community Colleges, "Demand Occupations, "Economic Climate, Employer Attitudes, Employment Opportunities, Employment Patterns, industrial Training, Job Training, "Labor Force Development, "Labor Market, \*Labor Needs, Labor Supply, Needs Assessment, Occupational Surveys, Questionnaires, Two Year Colleges

In September 1986, a comprehensive labor market survey of Santa Cruz County, California, was conducted by Cabrillo College to assess the employment and training needs of business leaders in the county. Questionnaires mailed to 428 randomly selected businesses and services yielded the following findings: (1) the service and retail industries were expected to experience the greatest amount of growth; (2) job opportunities were projected to occur most frequently in the areas of service, clerical and office, and labor; (3) job openings as a result of retirements and replacements were not seen as an important source for employment opportunities; (4) the increasing numbers of women and minorities in the workforce were seen as having specific training needs; (5) small businesses which had operated for 6 or more years in Santa Cruz County demonstrated the greatest employment and training needs; (6) businesses expressed the need for short-term, on-site training programs, which would be flexible to their immediate employment and training needs; (6) businesses expressed the need for short-term, on-site training programs, which would be flexible to their immediate employment and training needs; (6) businesses expressed the need for short-term, on-site training programs, which would be flexible to their immediate employment and training needs; (6) businesses and adult education programs. The survey instruments are appended. (LAL)

JC 870 155 ED 280 521

ED 201 Sax Bender, John Teaching Introductory Logic in the Self-Paced Keller Format. Pub Date—Feb 87 Note—34p.; Paper presented at the Conference on Critical Thinking Skills in College Academic En-richment Programs (Los Angeles, CA, February 5.6, 1987).

richment Programs (Los Angeles, CA, February 5-6, 1987).
Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Critical Thinking, \*Individualized Instruction, \*Logic, \*Logical Thinking, Pacing, Postsecondary Education, \*Teaching Methods Identifiers—\*Keller Plan, \*Personalized System of Instruction.

Identifiers—"Keller Plan, "Personalized System or instruction in provided on the use of the Keller plan, a structured, self-instructional, self-paced method, to teach introductory logic to undergradu-ates. First, an overview of the Keller plan is pres-ented, indicating that students work through units of course material on their own, at their own pace, and when they feel prepared to exhibit that they have mastered a certain portion of the material, they sale a test on it during regularly scheduled class take a test on it during regularly scheduled class periods. Next, reasons for teaching logic in a non-traditional format are discussed, followed by an expianation of the course structure. Advantages of the format are summarized next; e.g., students are allowed to work at their own pace, students receive personalized attention focusing on their particular difficulties, the method alleviates common test sunsety, the method promotes self-discipline and study skills, and large course enrollments can be easily handled by one instructor. Next, three drawbacks for the instructor are discussed: (1) many examinations must be composed; (2) the course is paper-intensive; and (3) grading must be done every day. The paper includes a course syllabus for an introductory logic course, data on student evaluations of the course for three terms, and sample unit tests. (EUV) nation of the course structure. Advantages of

JC 870 156 Maurer, Ernest W.
Building an Agenda for an International Technical
Workshop.

Workshop.
Orange Coast Coll., Costa Mesa, Calif.
Spons Agency—Community Colleges for International Development, Inc.; Ministry of Education,
Taipei (Taiwan).

Pub Date-12 Apr 86 Pub Date—12 Apr 86

Note—13p; Paper presented at the Conference on International Education of the American Association of Community and Junior Colleges (Orlando, FL, April 12, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Foreign Countries, \*Inservice Teacher Education, \*International Educational Exchange.\*\* Program Development, Program

Teacher Education, "International Educational Exchange, "Program Development, Program Evaluation, "Teacher Workshops, "Technical Assistance, Technical Education dentifiers—"Taiwan Identifiers-

sistance, Technical Education Identifiers—Taiwan Drawing from experiences in conducting two technical workshops in Taiwan, this paper describes the process of developing and implementing activities which provide technical assistance and instruction in specific content areas and which suggest alternative delivery methods for faculty from foreign educational institutions. The paper looks at such steps as the recruitment and preparation of instructional team members; the development of an appropriate curriculum for the host country or institution; the delivery of the technical training workshop; and the evaluation of the workshop. In addition, the paper examines issues related to working within a consortium and highlights workshop benefits. The final report of the Taiwan Technical Workshops, held July 21-August 8, 1986, is attached. This report (which makes up three-fourths of the document) includes an introduction and statement of purpose for the workshop; a list of participants; information on project planning; at travel itinerary; materials on preparations, facilities, the instructional program, and cultural activities; travel itinerary; materials on preparations, facilities, the instructional program, and cultural activities; recommendations, and personal impressions. (EJV)

ED 280 523 IC 870 157

Marcotte, James
Comparison of Academic Success between CTC
Basketball Piayers and Nonplayers.
Cincinnati Technical Coll., OH. Office of Developntal Edu

mental Education.
Pub Date—[86]
Note—20p.; Statistics prepared by Terrence Huge.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors— Academic Achievement, "Academic Standards, "Athletes, Basketball, College Athletics, Community Colleges, Comparative Analysis, Two Year Colleges, "Two Year College Students

Students
A study was conducted at Cincinnati Technical
College (CTC) to discover whether college athletes,
particularly braketball players, performed as well as
their non-athlete counterparts in terms of grade
point average (GPA), credit hours completed, and
graduation. A sample of 51 CTC basketball players
was matched against a sample of 51 non-players
with similar aptitude test scores, dates of entry, and
programs of study. Study findings included the following: (1) the basketball players had an overall
mean GPA of 1.98 while the matched non-players'
CPA was 2.29: (2) the players carned an average of mean OFA of 1.98 while the matched non-players GPA was 2.29; (2) the players earned an average of 54.3 credit hours, while the non-players averaged 57.6 hours; (3) the players enrolled for an average of 7.1 terms compared to the non-players who enrolled for an average of 9 terms; (4) 30 of the 51 and the set less to a development of the set less to a set les to a set less to a set les to a set less to a set less to a set less to a set les to a set less to a players took at least one developmental educatio course compared to 25 of the matched males; an (5) 9 of the 51 basketball players had graduate

compared to 7 of the 51 non-players. The study report includes a discussion of academic standards for college athletes established by various athletic associations and CTC. (EJV)

ED 280 524 JC 870 158

Nusbaum, Thomas J.

Education Code Review: Delineation of Governance Functions.

California Community Colleges, Sacramento. Office of the Chancellor.

Phys. Dets. Apr. 87, 128

noe of the Canacisior.
Pub Date—Apr 87
Note—35p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Culver City, CA, Appendices are printed in small type on colored paper.
Pub Type—Reports - Descriptive (141) — Opinion
Reports - (140)

Community Colleges (Culver City, CA, Appendices are printed in small type on colored paper. Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDBS Price - MFDI/PC02 Plus Postage.

Descriptors—"Boards of Education, "College Administration, "Community Colleges, "Educational Legislation, "Governance, Governing Boards, "Government School Relationship, Policy Formation, State Legislation, Statewide Planning, Two Year Colleges
Identifiers—"California A series of proposals is presented to create a system of governance for the California community colleges and to define the respective responsibilities of the state Board of Governors and local governing boards. First, background information is presented, underscoring the need to create a system with greater authority to govern. This section describes the extensive involvement of the legislature in current community college governance and policymaking, identifies obstacles which must be overcome in order to provide the system with greater authority to govern its own affairs, and summarizes the efforts of those within the system to reach agreement on the delineation of the respective roles of the Board of Governors and local governing boards. Finally, the draft delineating the new roles is presented in three sections. Section 1 creates the "California Community Colleges" as a postsecondary system consisting of local districts and a coordinating district, while sections 2 and 3 establish the responsibilities of the Board of Governors, a summary of the 1976 education code provisions, and a proposal for improving community college governance based on the "coordinating district" concept. (LAL)

JC 870 159

ED 280 525

Rarland, Ronnald W. And Others

Vocational Education Student Follow-Up System for Information.

California Community Colleges, Sacramento. Office of the Chancellor.

Note—29p.; Discussed as Agenda Item 7 at a Meeting of the Board of Governors of the California Community Colleges (Culver City, CA, April 16-17, 1987).

16-17, 1987).
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Corrunnity Colleges, Data Collection, Followup Studies, "Information Needs, "Management Information Systems, "Outcomes of Education, Participant Satisfaction, Statewide Planning, Two Year Colleges, Two Year College Students, "Vocational Education, "Vocational Education, "Vocational Followup.

Planning, Two Year Colleges, Iwo Year Courge Students, "Vocational Education, "Vocational Followup Followup General Students, "Vocational Education, "Vocational Identifiers.—"California, "Statewide Student Followup System Accountability in two-year college vocational education assumes that colleges have knowledge of students' goals while they are attending college and have the capacity to follow-up on students to determine whether the segoals were achieved. One measure of goal achievement is employment or further enrollment in fields in which students have been trained. Over the past several years, a Vocational Education Statewide Student Follow-Up System (SSFS) has been designed, tested, and implemented in California so that such information can be gathered and reported. The SSFS project was built upon previous statewide follow-up research, using simplified procedures and data processing methods. The SSFS requires data to be collected from students while they are still attending classes and 6 months to a year after they leave the college. Various follow-up reports can be generated by the system, including reports of the employment status of

students by program and by special needs category; of the names and addresses of employers of former students; of the frequency with which program classes were completed by students; of students evaluation of the skills taught through the instructional program; and of student comments. Of the 106 California community colleges, 48 have participated thus far, providing data from over 38,000 students representing over 140 programs. By June 1987, the SSFS is scheduled to be fully functional at 26 to 30 of these colleges. The SSFS report includes sample data from the 1984-85 classroom survey report and 1985-86 follow-up survey. (Author/EJV)

ED 280 526 JC 870 10 Fabrenbruck, Julia, Ed. The Challenge of Change: A Resssessment of the California Community Colleges, Background Pa-JC 870 160

The Challenge of Change: A Reassessment of the California Community Colleges. Background Papers.

California Community Colleges. Background Papers.

California State Commission for the Review of the Master Plan for Higher Education, Sacramento. Pub Date—Mar 86

Note—144p.; For "The Challenge of Change" report, see ED 269 048.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF91/PC06 Plus Postage.

Descriptors—Access to Education, Administrators, College Administration, College Faculty, College Programs, "College Role, "Community Colleges, Demography, "Educational Assessment, Educational Finance, Educational Legislation, Educational Finance, Educational Legislation, Educational Pinance, Colleges, Two Year College Students

Mission, Socioeconomic Influences, "Statewide Planning, Two Year Colleges, Two Year College Students Identifiers—"California Commission for the Review of the Master Plan for Higher Education in preparing its report, "The Challenge of Change: A Reassessment of the California Community Colleges." Section 1 provides an introduction to the role of California's community colleges in its postsecondary education system and the legislative support for hat system. Section 2 offers information on California's current socioeconomic and demographic composition, including data on the socioeconomic characteristics of the community college student population. Section 3 considers factors related to access and success, such as the changing definition of access, tensions created by demands for "competitive excellence" and "Egalitarianism," recent legislation, and a proposed new strategy. Section 4 focuses on the mission and functions of California's community college seculty and administrators in terms of credentials, affirmative action, full-/part-time faculty, compensation, collective bargainag, professional development, and tenure. After section 6 considers issues related to community college governance, section 7 offers financial information on expenses and capital ou

ED 280 527

McAninch, Harold And Others
Two-Year Intercollegiate Athletics: Student Eligibility, National Governance, and CEO Involvement.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—23 Mar 87
Note—91p.; Report prepared by the Ad Hoc Intercollegiate Athletics Committee.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

Pub Type—Reports - Research (143) — Tests/ Questionnaires (160) — Numerical/Quantitative Data (110) EDRS Price - MF01/PC04 Plus Poetage. Descriptors—"Academic Standards, "Administra-tor Attitudes, "Administrator Role, Athletes, "College Athletics, College Presidents, Commonity Colleges, "Eligibility, Governance, National Surveys, Program Administration, "Two Year Colleges."

Surveys, Program comments of the Colleges In 1986, a survey of 969 two-year college chief executive officers (CEO's) was conducted to determine the extent of the colleges' involvement in intercollegiste athletics, National Junior College Athletic Association (NJCAA) and athletic conference memberships, perceptions of NJCAA's new

eligibility rules, institutional eligibility requirements, the CBOs' involvement with the athletic program, and perceptions of the need for a national governance structure. Study findings, based on a 57% response rate, included the following: (1) 67% of the collegase had either men's or women's intercollegiate programs with varying numbers of sports; (2) 81% were members of the NJCAA, and 89% belonged to at least one stahletic conference; (3) only 25% of the CEO's felt the new rules were an improvement, while 56% said they were worse; (4) 75% felt cademic progress standards should be computed on a term rather than an annual basis to determine athlete eligibility; (5) 48% disagreed that part-time students should be eligible for athletics and 44% agreed; and (6) 66% felt that future eligibility rales should be more stringent, 25% felt they should stay the same, and 10% were either undecided or indifferent. Based on study findings, recommendations were developed, focusing on such areas as joint efforts by the NJCAA and the American Association of Community and Junior Colleges to obtain greater CEO involvement in policy oversight; the formation of a National Advisory Board of CEO's to the NJCAA; the formation of standards of cademic progress into eligibility requirements; and the monitoring of part-time student athleties. The survey instrument and results by region are appended. (EJV)

ED 280 528 JC 870 163 Brand, Mellie R. The Family & Life Education Program. Aims Community Coll., Greeley, CO.; North Colo-rado Medical Center, Greeley, CO.

The Family & Life Education Program.
Aims Community Coll., Greeley, CO.; North Colorado Medical Center, Greeley, CO.; North Colorado Piper Reports - Descriptive (141)
EDRS Prices - MP01/PC02 Plus Postage.
Descriptors—Community Colleges, Cooperative Programs, Family Life, Family Life Education, Older Programs, Family Life, Family Life Education, Older Adults, 'Parenthood Education, Pregnancy, Perogram Descriptions, School Business Relationship, Two Year Colleges
The Family and Life Education program at Aims Community College (ACC) in Colorado began in 1967 as prenatal classes taught by volunteer instructors who were registered nurses with backgrounds in maternal-child health. Currently, the program, which is co-sponsored by ACC and North Colorado Medical Center, involves a program coordinator, three staff coordinators, and over 50 part-time instructors. While ACC provides salaries for the coordinators and instructors, instructional materials and audiovisual aids, full-time secretarial support, and advertising services, the Medical Center provides office space for the coordinators, classrooms for prenatal education, and part-time secretarial and administrative support. Classes are set up on a quarterly basis for one to three credit hours with an average of 16 participants per class. Three programs are offered: (1) Expectant Families, which includes classes in self-esteem, child abuse, remarriage, certaive parenting, suicide, single parenting, sufficion taught by deucators, psychologists, social workers, and registered nurses; and (3) Senior deucation Program, which includes classes in exercise, health awareness, hearing loss, Medicare, and nutrition taught by instructors with degrees in nursing, sustrition tays the instructors with degrees in nursing, sustrition tays the just rectors with degrees in nursing, sustrition tays the pinter c

ED 280 529 JC 870 164

Collins, Elizabeth Carol
The Impact of Evaluation on Community College
Faculty Effort and Effectiveness.
Florida Univ., Gaineaville. Inst. of Higher Educa-

tion.

Pub Date—86

Note—74p.; The survey instrument contains small print.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MFNI/PC03 Plus Postage.
Descriptors—\*College Faculty, College Instruction, Community Colleges, Curriculum Development, Evaluation Needs, \*Bvaluation Utilization,

\*Faculty Evaluation, \*Performance Pactors, \*Professional Development, Questionnaires, State Surveys, Teacher Attitudes, \*Teacher Effec-tiveness, Two Year Colleges Identifiers—\*Florida

State Surveys, Teacher Attitudes, Teacher Effectiveness, Two Year Colleges
Identifiers—Florida
A study was conducted to examine the relationship between community college faculty's perceptions of the frequency of evaluation activities and their perceptions of their own effectiveness and effort in classroom teaching, curriculum development, professional development, college service, student advising, and maintenance activities. A questionnaire was mailed to a sample of 500 full-time faculty members in the 28 Florida community colleges. Study findings, based on an 82% response rate, included the following: (1) 24% of the respondents indicated that they were evaluated frequently or very frequently with respondents indicated that they were evaluated they were never evaluated in this area; (2) 14% indicated that they were evaluated in this area; (2) 14% indicated that they were evaluated in this area; (2) 14% indicated that they were evaluated in this area; (3) 14% indicated that they were evaluated in this area; (2) 14% indicated that they were evaluated of evaluation as frequently of represent of the professional development, student advising, and college service; (3) 19% indicated they were evaluated either formally or informally on a frequent basis; (4) there was a statistically significant association and perceived effectiveness in relation to effort (leverage) for the tasks of classroom teaching, curriculum development, and college service; (3) the strongest positive relationship between frequency of evaluation and perceived as most active; and (6) for the tasks of curriculum development and college service; there was a statistically significant association between revaluation frequency and perceived effectiveness and no statistically significant association between revaluation frequency and perceived effectiveness and no statistically significant association between revaluation frequency and perceived effectiveness and no statistically significant association between revaluation frequency and perceived effect tion between evaluation frequency and perceived effort. The survey instrument is appended. (LAL)

ED 280 530 Clagett, Craig A. ENSCAN 87: Environmental Scanning Report for Fiscal Year 1987. Volume I: The County, Report PB87-1.

Prince George's Community Coll., Largo, Md. Office of Institutional Research.

Pub Date—Jul 86

Note—49p.; For volume II of this report, see JC 870

166.

Pub Date—Jul 86

Note—49p.; For volume II of this report, see JC 870

166.

Pub Type— Reports - Research (143) — Numerical/Quantitative Dats (110)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Cohort Analysis, Community Colleges, Economic Change, \*Economic Climate, Migration, Needs Assessment, Population Growth, \*Population Trends, \*Regional Characteristics, Two Year Colleges, Urban Population Identifiers—Environmental Scanning
As part of a comprehensive environmental scan prepared by Prince George's Community College (PGCC) in Maryland, this report reviews county population trends and forecasts, and college credit enrollment projections. First, population figures and projections for Prince George's County are presented, using an age cohort model to project county population, enrollment rate, student head-count, average credit load, and credit hours generated. In addition, information is presented on population migration patterns, changing racial composition, and income characteristics. Implications of these data for PGCC are discussed. Next, the economic status of the county and of the Washington metropolitan area is assessed, and information on high demand occupations is provided. The remainder of the report consists of data displays, covering: (1) national trends in workforce demographics, economic conditions, job outlook, changing age distribution, and educational consequences; (2) county population trends with respect to patterns of growth, migration patterns, racial composition, population changes, black population characteristics, and family income changes; (3) county and area economics with regard to projected county employment, patterns of employment growth, public and private employment, metropolitan area occupational distribution, and unemployment rates; and (4) PGCC age cohort model enrollment projections showing stable and declining enrollment rates.

[LAL]

ED 280 531 JC 870 166 Clagett, Craig A. ENSCAN 87: Environmental Scanning Report for

Fiscal Year 1987, Volume II: The College, Re-port PB87-1. 'rince George's Community Coll., Largo, Md. Of-fice of Institutional Research.

Pub Date—Aug 86
Note—40p.; For volume I of this report, see JC 870

Pub Date—Aug 86
Note—40p.; For volume I of this report, see JC 870
165.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PCQ2 Pins Postage.
Descriptors—Black Students, Cohort Analysis, Community Colleges, \*Enrollment Projections, Enrollment Trends, Needs Assessment, \*School Holding Power, Student Characteristics, Two Year Colleges, \*Two Year Colleges, \*Two Year Colleges, \*Two Year Colleges, Students Identifiers—Environmental Scanning
As part of a comprehensive environmental scan prepared by Prince George's Community College (PGCC) in Maryland, this report focuses on trends in PGCC's market share, student recruitment and retention, and enrollments. The first section offers a market share analysis, examining the full-time, part-time, and new full-time undergraduate market shares of selected schools from fall 1982 to 1985; and highlighting new full-time Black undergraduate market shares. After analyzing sources of fall 1985 students, the report uses the component yield method to project fall headcount and credit hour for fall 1986 and 1987. The next section offers findings from a statewide community college share of state enrollment of county minority student retention patterns. Finally, data displays are presented, covering: (1) market shares in terms of community college share in terms of community college share full and part-time enrollment of county residents, enrollment of new full-time freshmen, and first-time, full-time enrollment of black students; can leave the community college share full and part-time enrollment of county residence and load, actual and projected enrollment yield method forecasts for 1986-87; and (3) findings from the statewide student retention study including data on 1980, 1981, and 1982 cohorts. (LAL)
ED 280 532

JC 870 167

ED 280 532 JC 870 167 ED 280 532

JC 870 167
Inservice for Occupational and Consumer and
Home Economics Instructors: Community College Home Economics Regional Workshops
(California, May 26, 1986-February 28, 1987).
Mount San Antonio Community Coli. District,
Wainut, CA.

wanut, CA.
Spons Agency—California Community Colleges,
Sacramento. Office of the Chancellor.
Pub Date—[87]
Contract—111-6-985

Contract—11-6-985
Note—73p.
Pub Type—Collected Works - Proceedings (021)—
Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptors—Clothing Instruction, Community
Colleges, "Home Economics, "Home Economics
Education, Home Economics Skills, "Home Economics Teachers, Home Management, "Inservice
Teacher Education, Nutrition Instruction, "Occupational Home Economics, Participant Satisfaction, State Programs, "Teacher Workshops, Two
Year Colleges

Year Colleges

Year Colleges
Identifiers—"California
During fall 1986, a series of seven regional workahops were conducted for community college fulland part-time occupational and consumer and home
economics instructors in California. The workshops
were attended by a total of 319 instructors, 36 students, and 30 to 40 host college administrators and
students. The workshops were designed to expand
understanding of and commitment to the Community College Home Economics Program Plan, a
guide for the development of home economics
courses and programs in five areas of specialization
(i.e., Child Development, Family Studies and Gerontology, Pashion, Interiors, Life Management, and
Nutrition and Foody; to provide implementation
strategies which would be applicable to individual
college settings; and to review strategies for recruiting and serving disadvantaged, limited-English
speaking, handicapped, and single-parent students.
The final report on the project includes: (1) infancial
information on the project; (2) a list of objectives;
(3) a chart showing anticipated and actual outcomes
corresponding to each project objective, including a
profile of participants and evaluation data; (4) a list
of major activities; (5) a summary of information
dissemination efforts; (6) a report on internal evalu-

ation activities and results; (7) observations and recommendations; and (8) promotional materials.

ED 280 533 JC 870 171

Clagett, Craig A.

Course Fass Rates in Fall 1985: Enrollment Analysis Report EA86-7.

Prince George's Community Coll., Largo, Md. Office of Institutional Research.

Pub Date—Jun 86

rince of Institutional Research.

Pub Date—Jun 86

Note—J7P.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, Age, Community Colleges, Courses, Females, Intellectual Disciplines, Males, Minority Groups, 'Student Characteristics, Two Year Colleges, Two Year College Students

A study was conducted to review course completion or pass rates for the fall 1985 semester at Prince George's Community College. Results included the following: (1) female students achieved an overall pass rate of 75%, 7 percentage points higher than that of male students; (2) students over 25 years of age were more successful than younger students; (3) in fall 1985, Whites achieved an overall pass rate of 76%, compared to 66% for Blacks and 70% for Asian, Hispanic, and Native American students; (3) '14% of the continuing students received a passing grade in their courses compared to 67% of the first-time students; (5) 'Health Technology and Physical and Health Education were the instructional divisions posting the highest pass rates, while Science and Mathematics had the lowest rates; (6) minority males under 21 years of age and Black males in their early 20's attending college for the first time were the subgroups with the lowest pass rates, and (7) White females over age 25 had a pass rates, and (7) White females over age 25 had a pass rates, and (7) White females over age 25 had a pass rates, and (7) White females over age 25 had a pass rates, and (7) White females over age 25 had a pass rates, and rot of the report consists of data tables showing course pass rates by student group and discipline. (LAL)

JC 870 172 ED 280 534

Jacobs, Alan
Master Plan for Instructional Computing,
Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.

Pub Date-Jul 86

nix, Áriz. Office of Educational Development. Pub Date—Jul 86

Note—43p.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Planning, Community Colleges, Computer Assisted Instruction, \*Computer Literacy, Computer Managed Instruction, \*Computers, \*Computer Wanaged Instruction, Educational Media, Long Range Planning, Master Plans, Microcomputers

This master plan focuses attention on the roles computers will play in improving the quality of education over the next 5 years in the Maricopa Community College District. Following an executive summary and introductory material, definitions of instructional computing, computer infusion, and levels of software are presented along with assumptions about students' computer knowledge, telecommunications, library automation, capital spending, county growth, and college-district tension underpinning the plan. Next, the current state of instructional computing at the college is assessed, focusing on computers as the subject of and adjunct to instruction; level of faculty computer sophistication; computer hardware available for instruction; administrative and support structures for instructional computing; and current modes for faculty computer computer hardware available for instruction; admiristrative and support structures for instructional computing; and current modes for faculty computer learning. Next, the future of instructional computing in the district is discussed, with emphasis on the next 5 years. The next sections consider the needs of instructional computing (i.e., enabling the instructor, providing programmer support, and exerting leadership) and offer recommendations for meeting those needs. Appendices contain information on the development of the plan, interview data, and an outline on computer literacy in Maricopa County. (LAL)

JC 870 173
Jacobs, Alan And Others
The Maricopa Story: Expanding Communication
to Serve Students and Staff.
Maricopa County Community Coll. District, Phoenix, Ariz. ED 280 535 JC 870 173 Pub Date-Oct 86

Note—32p.; Paper distributed at the National Conference of the League for Innovation in the Community College (Miami, FL, October 5-8, 1986). Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF0L/PO2 Plus Postage.
Descriptors—\*College Planning, College Programs, Community Colleges, Computer Assisted Instruction, Management Information Systems, Needs Assessment, \*Organizational Communication, Program Descriptions, Program Implementation, \*Technological Advancement, Telecommunications, Two Year Colleges Identifiers—\*Maricopa County Communications, Two Year Colleges Identifiers—\*Maricopa County Communications, Two Year Colleges Identifiers—\*Maricopa County Community College District AZ Executive summaries are provided of a variety of projects undertaken by the Maricopa Community Colleges related to the use of technology, and to the staff and students in the district. Reports are presented for the following activities and plans: (1) Maricopa Community Colleges/Digital Equipment Corporation/Information Associates Partnership, a project to enhance the district's management information system, (2) Telecommunications Improvement Project, Phase I: Needs Assessment, a project designed to review the district's existing telecommunications system and to make recommendations for enabling the instructors do instructional Computing Master Plan, which offers recommendations for enabling the instructors do instructional computing, provide programmer support, and exert leadership; (4) Library/Media Automation Project, for automating cataloging, public access, circulation, acquisitions, and media booking functions; (5) Center for Instructional Technology Strategic Master Plan, which outlines the center's plans for increasing college access to its resources and support services, and (6) Information Technologies Services Strategic Master Plan, which outlines the center's plans for increasing college access to its resources and support services, and (6) Information Technologies Services Strategic Mast

ED 280 536 Allen, Johnny Mac
Cable Television: Strategic Marketing through
Community Relationships.
Pub Date—15 Nov 86

Cammunity Relationships.

Pub Date—15 Nov 86

Note—13p.; Paper presented at the Annual Convention of the California Association of Community Colleges (57th, Anaheim, CA, November 14-16, 1986).

Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150)

EDRS Price - MFBI/PC31 Phs Postuge.

Descriptors—"Cable Television, Community Colleges, 'Educational Television, 'Institutional Advancement, 'Marketing, Mass Media, Program Descriptors—"Cable Television, 'Institutional Advancement, 'Marketing, Mass Media, Program Descriptors, Programing (Broadcast), Public Relations, School Business Relationship, 'School Community Relationship, 'Student Recruitment, Television Viewing, Two Year Colleges Identifiers—"Miami Dade Community College (MDCC) has its own cable television channel by lease agreement with Store Communications, Inc., enabling the college to reach a potential viewership of more than 100,000 subscribers. The channel, which primarily broadcasts telecourses for long-distance learning and a "bulletin board" of campus activities and events, provided the catalyst for the South Campun's Community-Based Television Project. The intent of the project was to provide a forum for chambers of commerce, high schools, and civic clubs to "tell their story in their own words" to the members of commerce, high schools, and civic clubs to "tell their story in their own words" to the members of the community at large. The programs as part of recruitment efforts or to inform their members at large about various issues. A total of 26 programs are developed over a 3-day period, each containing two 30-second MDCC recruitment amouncements. Since the completion of the 26 programs, several inquiries have been received reparding possible programming on other cable systems. The Community-Based Television Project has provided access to thousands of potential students and service users, a foundation for common partnerships with business and industry, and a sound foundation for building relationships and secking fund-raising oppor

ED 280 537

JC 870 175

Cross. K. Patricia
Teaching "Fes" Learning.
Pub Date.—12 Feb 87
Note.—23p; Paper presented at the North Carolina
State University Centennial Year Provost's Forum (Raleigh, NC, February 12, 1987).
Pub Type.—Opinion Papers (120) — Speeches/
Meeting Papers (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors.—\*College Instruction, "Educational
Change, "Instructional Improvement, Learning,
Learning Processes, Postaccondary Education,
Student Evaluation of Teacher Performance,
"Teaching Skills, "Undergraduate Study
The 30 or more major educational reform reports
that have appeared since "A Nation at Risk" are in
solid agreement that public education falls short of
excellence. While suggestions for reform in elementary/secondary education have focused on teaching, in colleges and universities the emphasis has
been more on curriculum than instruction. However, achieving excellence in postsecondary education requires an understanding of what teachers can
do to cause learning. Major findings from research
on teacher effectiveness can be distilled into three
conclusions: (1) when students are actively involved
in the learning task they learn more than when they
are passive recipients of instruction; (2) students
generally learn what they practice; therefore, time
engaged in learning should be related to desired
instructional outcomes; and (3) if teachers set high
but attainable goals, academic performance usually
rises to meet expectations. Though years of research
confirm that these factors are significant to student
serming, researchers consistently find that such
common sense practices do not exist in college
classrooms. Many educators feel that assessment is
the route to attaining quality in undergraduate education; however, in most states the necessary links
between assessment and instruction have yet to be
forged. Several methods for improving these links
have been proposed, including classroom research,
whereby teachers evaluate the effectiveness of their
own teaching; the use of a Teaching Goals Inven stary to help teachers determine whether their in-structional poals; and the development of various feedback devices to be used throughout the term to determine whether students are learning what in-structors are trying to teach. (LAL)

ED 280 538 JC 870 177

ED 280 538
Groff, Warren H.
The Learning Community of the Future: Education and Training in the 21st Century.
Pub Date—24 Apr 87
Note—41p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22.28

vention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*Educational Economics, Educational Planning, Educational Objectives, Educational Planning, Educational Oversian Colleges, \*Technological Advancement, Trend Analysis, Two Year Colleges
Institutions are created to fill societal roles. As society evolved from a primitive to an agricultural and then to an industrial stage, institutions were created to coordinate specialized functions. Education is the institution intended to provide the intellectual capital and the workforce to drive the economy of a society. The United States is in a transition from an industrial society to a complex scientific and technological society based on communications and information technology. This new society will require more sophsticated intellectual capital and a workforce that is skilled in new ways. These needs will demand the formation of new expanded relationships between postsecondary education and the economy and society as a whole. Between now and the 21st century, education will face profound challenges. Education is the key to the formation of the intellectual capital that is needed to compete in the new global economy and to shape the future of the United States in world affairs. Reports on education indicate that the education industry must be improved at once. The question industry must be improved at once. to anape the future of the United States in world affairs. Reports on education indicate that the edu-cation industry must be improved at once. The ques-tion remains whether the requisite tools, intellectual capital, and will to redessign the education industry are available. (Author/LAL)

ED 280 539 JC 870 1 Maricopa County Vocational Education Plan: 1967 Update. JC 870 179

ED 280 539

Maricopa County Vocational Education Plan: 1967
Update.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date—Now 86
Note—719:, Prepared by the Maricopa County Vocational Education Planning Council.
Pub Type—Guides - Non-Clasaroom (055) — Reports - Descriptive (141)
EDBS Price - MP61/PO4 Plus Postage.
Descriptors—\*Articulation (Education), \*College Planning, College School Cooperation, Community Colleges, \*Educational Finance, Educational Objectives, \*Employment Patterns, High Schools, Intercollegiate Cooperation, Labor Market, Long Range Planning, Frivate Colleges, Two Year Colleges, \*Vocational Education Designed as a management tool for governing boards and administrators to promote the development and improvement of vocational education opportunities in Maricopa County, this report presents an update of a 5-year (1984-89) vocational education Section I provides an introduction to the report and to vocational education plan for secondary and postsecondary education. Section I provides an introduction to the report and to vocational education planning in the county, in addition, lanning assumptions concerning technological, financial, political, demographic, and economic trends are discussed; new goals for 1987 are presented; and the members of the Maricopa County Vocational Education Planning Council are listed. Section II presents an update on progress made in the sares of articulation between public and private schools; labor market demand and program priorities; and the financing of occupational programs. After section III identifies goals and objectives for 1987-88 related to the same four areas, section IV presents recommendations that address statewide issues of flunding and legislation. Appendices include an inventory of training programs in the county, and economic and employment data and forecasts. (LAL) programs in the county, and econ ment data and forecasts. (LAL)

JC 870 181

Kintzer, Frederick C.

The Harambee Institutes of Science and Technology in the Republic of Kenya: Report of a Study, 1986-1987.

Spons Agency—Council for International Ex-change of Scholars, Washington, D.C.; United States Information Agency, Washington, D. C.

change of Scholars, Washington, D.C.; United States Information Agency, Washington, D.C.; United States Information Agency, Washington, D.C.; Pub Date—87
Note—150p.; Fulbright Senior Research Paper. Pub Type—Reports - Descriptive (141) — Historical Materials (060)
EDRS Price - MPBI/PC06 Plus Postage.
Descriptors—"Educational Development, "Educational History, Foreign Countries, Futures (of Society), "Institutes (Training Programs), Postsecondary Education, Technical Education, "Technical Institutes, Vocational Education, "Technical Institutes, Vocational Education, Technical Institutes, Vocational Education This report describes a 6-month study of Kenya," Harambee Institutes of Technology (Kenya, Short Cycle Education This report describes a 6-month study of Kenya Harambee Institutes of Technology, Part I traces the history of western education in East Africa, explores the growth of technical education from the 1930's to the present, and explains the Harambee self-help movement, which emerged from the determination of the Luo and the Kikuyu people to remove themselves as far as possible from the influence of European missionaries. Part II focuses on the Harambee Institutes, First, two pre-institute developments are examined: the Kintzer-Goodman Kenya Student Project (1962-64) and Medsker's recommendations concerning the establishment of a junior college in Kenya in 1962. This section also discusses the beginnings of the Harambee Institute, provides reports on individual schools, including college histories, interview results, summaries of offsterials, and observations made during visits; and offers comparisons with other short-cycle educational systems. Finally, part III discusses the future of the Harambee Institute Movement, including suggestions for realizing the system's possibilities and potentialities. (LAL)

JC 870 182 3D 280 541 JC 870 182 easibility Study of a Public/Independent Articu-lation Agreement: Report and Recommendations of the Postsecondary Education Planning Com-mission. 1987-Report 1. Borida State Postsecondary Education Commis-

sion, Tallahassee.

Pub Date—15 Jan 87

Note—46p.; Prepared in response to Section 32 of Committee Substitute for Senate Bill 726 (Chapter 86-145, Laws of Florida). Portions of appendicces contains small print.

Pub Type—Reports - Evaluative (142).

Postsecondary Education, \*Private Colleges, Government Role, \*Intercollegiate Cooperation, Postsecondary Education, \*Private Colleges, School District Autonomy, State Legislation, State Surveys, \*Statewide Planning, Two Year Colleges, \*Universities Identifiers—\*Florida

In response to legislative mandate, a study was conducted to determine the feasibility of developing a comprehensive articulation agreement between public and non-public postsecondary institutions in Florida. As an initial step, state higher education officers in other states were surveyed, revealing that no state had such a comprehensive agreement. In addition, presidents and academic officers at 30 postsecondary institutions in Florida were surveyed by telephone to determine their preference for either a statewide comprehensive agreement, local agreements, or some other arrangement for articulation. Only 23% of the respondents supported the concept of local articulation agreements fostered by the state through the provision of guidelines and encouragement. The study also involved a telephone survey of registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, which revealed that half of the public sector registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, which revealed that half of the public sector registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, which revealed that ha

ED 280 542 JC 870 18 Spiegelhalder, Glenn From Darkness into Light: A Group Process Ap-proach to the Research Paper. Pub Date—83 JC 870 184

Note—24p.
Pub Type— Reports - Descriptive (141) — Opinion

proach to the Research Paper.

Pub Date—83

Note—249.

Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—College Freshmen, Community Colleges, \*Freshman Composition, Grading, Group
Activities, \*Group Dynamics, Prewriting, \*Research Papers (Students), Student Research,
\*Teaching Methods, Two Year Colleges, \*Writing Instruction, Writing Processes

Identifiers—El Paso Community College TX,
\*Group Process Approach
A description is provided of the use of a group
process approach to the Freshman English research
paper at El Paso Community College. After highlighting problems associated with traditional approaches to freshman research papers, an overview
of the group process approach is provided, along
with warnings for instructors who might view the
approach as a way to reduce their grading load and a rationale for the approach based on its appropriateness to the learning styles of community college
students. Next, the model is described in terms of
three stages in the writing process: (1) the pre-writing
stage, involving topic selection by students;
group formation based on results of assessment of
writing skills and personality types; discussions of
the rationale for the group approach, group dynamics, group learning theories, and methods of resolving problems within the group; and preliminary
readings; (2) the writing stage, which involves the
formulation of the thesis statement, construction of
the working outline, writing of an assigned section
of the paper by each student; and (3) the postwriting
stage, which involves peer editing of rough drafts
and grading based on assessment of the paper as a
whole, of the student's own section, and of the student's peers' evaluation of his/her performance.
The paper concludes with an annotated bibliography of works on the group process approach, (EIV)

ED 280 543 JC 870 185 mity Colleges, . 1985-1986 Fiscal Oregon Comm Year. Oregon State Dept. of Education, Salem. Commu-

JC 870 189

nity Coll. Div.
Pub Date—Apr 87
Note—21p; Pages 4-20 printed on colored paper.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Phas Postage.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Phas Postage.
Poscriptors—College Programs, \*Community Colleges, \*Educational Finance, \*Enrollment, \*Enrollment Trends, Financial Support, Full Time Equivalency, Income, Property Taxes, \*State Aid, State Surveys, Two Year Colleges
Identifiers—\*Oregon
Statistical data for the 15 campuses of the Oregon community college system are presented in a series of 10 tables. Table I presents the percentage distribution of enrollment by major instructional program by college, 1985-86. Table II shows student full-time equivalencies by program for summer, fall, winter, and spring terms, 1985-86. Table III displays unduplicated student headcount data by program, gender, and college. Table IV offers information on the full-time and headcount enrollment of each campus as a percentage of state totals. Table V shows the full-time equivalent (FTE) enrollment increase by institution for reimbursable programs and for all programs between 1984-85 and 1985-86, while table IV looks at FTE increase by instructional program for the same period. Tables VII and VIII present data on 1985-86 approved operating costs for reimbursable programs, while table IX offers information on total operating costs, and reimbursable, non-reimbursable, and separate contract programs. Finally, table X provides figures on 1985-86 property taxes, derived from the tax rolls from each county. (EJV)

JC 870 186 nunity Colleges Fall Quarter ED 280 544 n Cor

Washington Community Colleges Fall Quarter Report, 1986. Washington State Board for Community Coll. Edu-

Report, 1986.

Washington State Board for Community Coll. Education, Olympia.

Pub Date—[87]

Note—579; Prepared by the Information Services and Earoliment Planning Division.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Education, Administrators, Age, College Faculty, \*Community Colleges, Courses, \*Enrollment Trends, Ethnic Groups, Females, Financial Support, Pull Time Equivalency, Males, Personnel Data, Salaries, \*School Personnel, State Surveys, \*Student Characteristics, Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—\*Washington

Fall 1986 data on enrollments, student characteristics, and personnel at Washington community colleges are provided in this report and contrasted with historical data for 1980 through 1985. First, report highlights are presented, indicating: (1) fall 1986 enrollment increased by 3.5% over fall 1985; (2) 43% of the community college courses offered were academic, 36% vocational, 13% basic skills, 6% contractual, and 2% avocational; (3) racial diversity, enrollment of students over 30, and enrollment in academic and basic skills courses continued to intractual, and 2% avocational; (3) racial diversity, enrollment of students over 30, and enrollment to academic and basic skills courses continued to increase; and (4) 16 colleges experienced increased enrollments over the previous fall and 8 experienced declines. The first section of the report focuses on student characteristics, providing data on students by full-/part-time status, age group, gender, race, and day/evening status, as well as information regarding retraining students and a summary of student headcount characteristics. The second section presents enrollment data by course characteristics. dent headcount characteristics. The second section presents enrollment data by course characteristics, with tables providing overviews of enrollment by funding source, course intent, subject, time, and location. The third section offers employment status data on faculty and administrative personnel, and classified staff for the system as a whole and by college. Definitions are appended. (LAL)

JC 870 187

ED 280 545

Romano, Richard M., Comp.
The Social Role of the Community College: A
Selection of Papers Presented at the Conference
(Blaghamton, New York, October 10-11, 1986).
Reprint Series No. 1-87.
Broome Community Coll., Binghamton, NY. Inst.
for Community Coll. Research.
Pub Date—87
Note—156p.
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—"College Role, "Community Colleges, Conference Papers, Economic Development, "Educational Benefits, Educational Conomics, Educational Benefits, Educational Conomics, Educational Finance, Educational Objectives, Educational Responsibility, Financial Support, Humanities, Institutional Advancement, Outcomes of Education, "School Community Relationship," Social Responsibility, Social Services, State Colleges, Statewide Planning Identifiers—"New York

This proceedings report contains 6 of the 12 papers presented at a conference on the social role of the community college. First, information on the event, a conference program, an ERIC bibliography, and opening remarks by Richard M. Romano, conference coordinator, are presented. Next, the following papers are reproduced: (1) "Community Colleges, Community and Regional Development, and the Concept of Communiversity," by S. V. Martorans; (2) "Determining the Economic Returns on Investment in Selected Occupational Educational Perspective on Financing the Community College, A Moore; (4) "Mission and Images for SUNY [State University of New York] Community Colleges. A View from Within," by Barbara K. Townsend and responding comments by Gene Grabiner; (3) "The Humanities and the New Student: Some Possibilities for Social Transformation," by L. Steven Zwerling; and (6) SUNY's "Report of the Chancellor's Task Force on Community Colleges," which examines and offers recommendations concerning goverance, ties and relationships between community colleges and SUNY state-operated colleges, academic and general programmatic issues, and funding. (LAL)

ED 280 546

A Concept Paper on Critical Issues in the Community College: Access, Assessment, and Developmental Education.

American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—22 Apr 87

Note—13p.; Presented to the AACJC Board of Directors by the American Association of Women in

ub Date—22 Apr 87
lote—13p; Fresented to the AACJC Board of Directors by the American Association of Women in
Community and Junior Colleges, National Community College Hispanic Council, National Council on Black American Affairs, National Council
of Instructional Administrators, and National
Council on Student Development (in cooperation
with the American College Testing Program and
the National Association of Developmental Educators). cators).

with the American College Testing Program and the National Association of Developmental Educators).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Access to Education, "Community Colleges, Developmental Studies Programs, Educational Assessment, Educational Testing, Edugal Education, "Open Enrollment, "Remedial Programs, "Student College Relationship, "Student Evaluation, Student Personnel Services, Two Year Colleges

This three-part concept paper was the result of a colloquium, during which 35 community college educators met in Traverse City, Michigan, to discuss issues related to access, assessment, and developmental education and to develop concept papers and recommendations for each topic. First, introductory material describes the colloquium and its objectives, and attempts to provide an idea of the participants' emotional and deeply personal involvement in the issues and the event. After noting the interdependence of the concepts under consideration, the paper addresses the open door philosophy of the community college, arguing that without supportive programs to ensure students' success, the goal of educational equality is not achieved. Recommendations for action are presented next, focusing on community needs assessment, intervention strategies; inservice staff development; and research needs. The next sections deal with issues and challenges related to student assessment, proposing a philosophy and definition of testing and offering recommendations for the development of comprehensive and systematic assessment programs for all students. Finally, the paper considers the role of developmental education in the community colleges, redefining the concept, identifying specific characteristics of successful programs, listing advantages of effective programs, and offering recommendations with respect to program evaluation, student-teacher ratios, ongoing staff development, comprehensive student support services, teacher qualifications, learning m

programs, college credit, and other areas. (EJV)

ED 280 547

ED 280 547

Cohen, Arthur M

Twenty Years of Progress toward a Discipline.
Pub Date—9 Apr 87

Note—14p.; Keynote Address of the Annual Convention of the Western College Reading and Learning Association (20th, Albuquerque, NM, April) 9-12, 1987).
Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—\*College Instruction, Community Colleges, \*Educational Trends, Professional Associations, \*Remedial Instruction, \*Remedial Programs, \*Remedial Reading, \*Research Needs, Two Year Colleges Identifiers—\*Western College Reading and Learning Association

Two Year Colleges Identifiers—"Western College Reading and Learning Association
The Western College Reading and Learning Association (WCRLA) has been a lead organization in promoting a professional consciousness among teachers of remedial studies and managers of learning laboratories. Its members are also creating an academic discipline centering on the principles of instruction. The theories of this discipline have been adopted from psychology, centering on learning and motivation, and modified to reflect the belief that all sentient people can be taught. In the development of both the discipline and the profession, the WCRLA has and should continue to produce studies of the effects of its efforts, including measures both of short- and long-term retention and success, as well as current status studies, studies of program costs, and numbers enrolled. The discipline's progress depends on the constant effort to describe treatments and demonstrate effects. By using their own findings, the WCRLA and its members will further the development of a unique discipline and enhance their standing as managers of learning. (Author/EJV)

ED 280 548

Fifield, Mary L., Ed. Sakamoto, Clyde M. Ed.
The Next Challenge: Balancing International
Competition and Cooperation.
American Association of Community and Junior
Colleges, Washington, D.C.; Chicago City Colleges, Ill. Loop Coll.
Spons Agency—Office of International Education
(ED), Washington, D.C.
Report No.—ISBN-0-87117-166-X
Pub Date—87
Note—104p.
Available from—AACJC Publications, 80 South
Early St., Alexandria, VA 22304 (39.40 members;
312.30 non-members).
Pub Type—Reports - Descriptive (141) — Guides
- Non-Classroom (055) — Books (010)

EDRS Price MF01 Plus Perstags, PC Not Available from EDRS.

Pub 19pe—Reports - Descriptor (182). — Guides
- Non-Classroom (055) — Books (010)
EDRS Price - MP01 Plus Pretags. PC Not Available from EDRS.
Descriptors—"Business Education, "Community Colleges. International Cooperation, International Educational Exchange, "International Programs, "International Trade Vocabulary, "Student Exchange Programs Identifiers—"International Trade Vocabulary, "Student Exchange Programs Identifiers—"International Business Education This collection of essays addresses various aspects of the role of community colleges in international relations and trade. The volume contains: (1) "The Community College: An International Institution," by Wayne O'Sullivan; (2) "Building an International Agenda: An International Education Conference," by Julia Ribley and Clyde M. Sakamoto; (3) "Improving International Business Education: A Report on Curricular Innovation," by Barbars Bradford Davis; (4) "Higher Education, Business and Government A United Effort to Develop Oregon's International Business," by Mathilda E. Harris; (5) "The Business and International Education Program of the Department of Education," by Susanna C. Easton; (6) "Community Resources for International Business Programs," by Lynda Isoches; (7) "Information Resources for International Business, and International Education Program Grantees, 1985-86," by Susanna C. Easton; (9) "Byond Environment Service-Learning, Business, and International Education Program Grantees, 1985-86," by Susanna C. Easton; (9) "Byond Environment Service-Learning, Business, and the World," by Howard A. Berry; (10) "Expanding the Sister City Concept: Boston/Strasburg Student Exchange," by Brenda S. Robinson; (11)

"Building the International Dimension of Your Campus: The USIA (U.S. Information Agency) International Visitor Program and Other Resources," by Sherry Mueller Norton; (12) "Planning and Implementing an International Technical Workshop," by Ernest W. Maurer; (13) "Small Colleges and International Business Education: A Consortial Perspective," by William Gleason and Nancy Hazelwood; (14) "International Education in Florida: A Decade of Progress," by William Greene; (15) "The Illinois Consortium for International Studies," by Art Adams; and (16) "Convergence: Predictable Phenomenon in International Business Education," by Clyde M. Sakamoto. (LAL)

ED 280 549

ED 280 549 JC 870 192
Vaughan, George B. And Others
The Presidential Team: Perspectives on the Role of
the Spouse of a Community Cellege President.
American Association of Community and Junior
Colleges, Washington, D.C.
Report No.—ISBN-0-87117-168-6
Pub Date—87
Note—111p.
Available from—AACJC Publications, 80 South
Early St. Alexandria, VA 22304 (\$9.40 members:

Note-111p.

Available from—AACJC Publications, 80 South
Barly St., Alexandria, VA 22304 (59.40 members;
\$12.50 non-members).

Pub Type—Opinion Papers (120) — Books (010)

Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available for EDRS.

EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Administrators, \*Attitudes, \*College Presidents, Community Colleges, Family Life, \*Pamily Role, Marital Status, Social Change, \*Spouses, Two Year Colleges Identifiers—\*Spouse Role The articles in this collection analyze the roles,

Identifiers—"Spouse Role

The articles in this collection analyze the roles, opinions, and views of the spouse of the community college president. After an introductory overview, the following essays are presented: (1) "Opening the Debate," by George B. Vaughan, which discusses conflicting perceptions of the spouse's role; (2) "The Spouse's Role in Perspective," by Roberta H. Ostar, which considers the interpretations of the spouse's role at four-year and two-year colleges; (3) "The Impact of the Women's Movement on the Spouse's Role," by Muriel Kay Heimer, which focuses on the relationship of the male spouse to the presidency; (4) "A Trustee's Perspective on the Spouse's Role," by Muriel Kay Heimer, which focuses on the relationship of the male spouse to the presidency; (5) "The Career Spouse: Playing the Daily Double," by Peggy A. Vaughan, which looks at ways of successfully juggling multiple career and family roles; (6) "I Don't Have a Bouffant," by Bonnie P. McCabe, which offers the experience of a presidential spouse in promoting the college to internal and external constituents; (7) "The Male Spouse," by Coolpaster, which discusses the rewards of the role of community volunteer; (9) "A Moving Experience," by Ginger Crawford, in which the joys and frustrations of relocating are considered; (10) "The Presidential Team: President and Spouse," by Carol Parker Thompson; and (11) "Observations and Recommendations," by George B. Vaughan. (LAL)

ED 280 550 JC 870 193

ED 280 550

Khan, Fern J.

Educating Deaf Adults: The LaGuardia Community
Cellege Model. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.
Pub Date—97
Note—99.
Journal Cit—Community Services Catalyst; insert
w17 a2 Ser 1987

Journal Cit—Community Services Catalyst; insert v17 n2 Spr 1987
Pub Type—Reports - Descriptive (141) — Collected Works - Srials (022)
EOBS Price - MP61/POB Pless Postage.
Descriptors—Accessibility (for Disabled), Career Planning, Community Colleges, \*Continuing Education, Cooperative Education, \*Counseling Services, \*Deaf Interpreting, \*Deafness, Interpreters, Needs Assessment, \*Outreach Programs, Sign Language, \*Special Education, Student Needs, Two Year College Students
Identifiers—\*City University of New York, La Guardia Community College NY
A description is provided of the development, students, program offerings, personnel, and funding of LaGuardia Community College's (LCC) Continuing Education Programs for Deaf Adults (PDA).
First, introductory material describes the post-secondary educational options available to deaf adults, and highlights the community college's

emerging role as a major point of educational access for deaf and hard-of-hearing individuals. Next, background information on the LCC delivery model is provided, highlighting the uniqueness of LCC's use of staff fluent in American Sign Language and other communication modes to provide preparatory use of staff fluent in American Sign Language and other communication modes to provide preparatory education, and academic and career counseling for deaf people, along with other key factors within the program's delivery system.) The next section looks at the results of LCC's assessments of the counseling and educational needs of deaf adults in 1975, and its survey of the continuing education needs of hearing-impaired adults in 1980. An overview of the growth of the PDA is presented next, including discussions of the use of the Telecommunication Device for the Deaf to provide college and community information; the importance of the assessment of a student's communication mode in providing appropriate interpreter services; and the development of individualized instructional approaches. After reviewing ways of creating favorable learning environments, the paper explains the sources of funding for the PDA program. Finally, concluding comments underscore the importance of ongoing evaluation and staff and college support. (LAL)

Illinois Community College Board Eleventh Biennial Report, 1983-86.
Illinois Community Coll. Board, Springfield.
Pub Date—Mar 87
Note—146

Note-15p.

Note—15p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
College Curriculum, \*Community EDRS Price - Mell'PCOI Plus Postage.

Descriptors - College Curriculum, "Community Colleges, "Educational Finance, Educational Legislation, Eurollment Trends, "Governance, State Agencies, "State Aid, State Legislation, State Surveys, Statewide Planning, Student Characteristics, Two Year Colleges, Two Year College Students

Identifiers-\*Illinois

Identifiers—"Illinois
An overview is provided of the governance, organization, enrollment, programs, finances, facilities, and significant activities and areas of concern of Illinois' public community colleges. The report begins by describing the organization of the system of 39 districts comprised of 50 colleges and 5 branch campuses. The next section deals with enrollment, pointing out that approximately 50% of all students in undergraduate higher education in Illinois are accorded to consequence of the white students are consequenced. in undergraduate higher education in Illinois are enrolled in community colleges; and that while overall enrollments decreased in fiscal year 1986, earollments in occupational, vocational, and adult basic, secondary, and remedial programs increased. The next section focuses on college programs, highlighting the continuation in the increase in the number of occupational curricula offered by the colleges. Next, information on revenue sources is provided, including data on the five current state grants (i.e., including data on the five current state grants (i.e., including data on the five current state grants (i.e., credit hour, equalization, disadvantaged student, economic development, and advanced technology equipment grants). After discussing issues related to the construction or remodeling of permanent facilities, the report provides a summary of significant legislation affecting community colleges. Next, major activities of the Illinois Community College Board (ICCB) are discussed in the areas of access to labor market information; minority representation transfer research; external evaluation of the ICCB recognition process; grants; protection, health, and affert projects; articulation with the Illinois State including data on the five current state gra recognition process; grants; protection, health, and afety projects; articulation with the Illinois State Board of Education; and admission criteria for transfer programs. Finally, areas of concern are dis-cussed. (EIV)

Community Education (Non-Credit) Eurolimenta and Community Service Activities Survey Re-port: Fall 1986. JC 870 195

port: Fall 1986.

Illinois Community Coll. Board, Springfield.

Pub Date—20 Mar 87

Note—7p.; Tables contain small print.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, "Community

Education, "Community Services, "Enrollment, "Enrollment Rate, "Noncredit Courses, State

Surveys, Two Year Colleges

Identifiers—"Illinois

Each year in addition to offering academic courses for credit, the Illinois public community colleges strive to meet the needs of their local communities by offering public service programs consisting of non-credit community education courses and

other activities of an educational nature such as workshops, conferences, seminars, forums, and exhibits. In fall 1986, 46 of the 50 colleges in the system reported enrollments of 58,642 participants in noncredit courses, representing a 7.3% increase over 1985. The colleges offered nearly 3,000 workshops, conferences, and seminars, serving a total of 68,178 participants. The colleges sponsored over 2,700 other types of community service activities, such as forums, exhibits, concerts, plays, and lecture series, with a total estimated attendance of nearly 355,150 people. Both the number of activities and estimated attendance had declined from the previous year. In summary, the Illinois community colleges served 38,642 individuals through non-credit courses and sponsored approximately 5,700 community service activities attended by over 423,000 people during fall 1986. The report provides data by district and college on male/female community service activities and participants. (EJV) other activities of an educational nature such as

## PS

ED 280 553 PS 016 154

Garcia, Ronda
Home Centered Care: Designing a Family Day
Care Program. A Guide for Caregivers and Par-

ests.
Children's Council-Childcare Switchboard of San
Francisco, Calif. ons Agency—San Francisco Foundation, Calif.

Pub Date

Note—128p.

Available from—Children's Council of San Francisco, 3896 24th Street, San Francisco, CA 94114 (\$8.95).

(\$8.95).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC06 Plus Pestage.
Descriptors—Early Childhood Education, \*Educational Environment, Educational Quality, Elementary School Students, \*Family Day Care, Guidelines, \*Individual Development, Infants, Preschool Children, \*Program Design, \*Safety, Standards, \*Teacher Responsibility, Toddlers Consistent in its approach to child development and caregiving concepts, this guide for narents and

Consistent in its approach to child development and caregiving concepts, this guide for parents and child caregivers explores aspects of family day care in five sections. Section I discusses the design of physically safe environments for children. Section II describes the developing likes and needs of infants, toddlers, preschool children, and school-age children. Section III specifies practical applications of child development concepts, and Section IV dearnbes play-learning environments for young children. The final Section, V. discusses standards for high quality care in the areas of accident prevention, first aid, illness, health, licensing, and child abuse. Concluding remarks give advice to those thinking about offering family day care services. (RH)

PS 016 284 Education Success for All: Better Beginnings
–Stronger Completions, 1986 Regents/Commis-sioner's Regional Conferences, Discussion Guide, New York State Education Dept., Albany.

Pub Date-86

New York State Education Dept., Albany. Pub Date—86
Note—86
Note—86
Note—86
Note—380
Pub Type—Opinion Papers (120) — Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Delivery Systems, "Dropouts, Early Childhood Education, Elementary Education, High Schools, High School Students, "Intervention, Outcomes of Education, Preschool Education, State Programs Identifiers—New York
These discussion guides for the 1986 regional conferences focus on (1) early childhood education, and (2) increasing the number of students who complete high school. The early childhood material consists of an introductory comment about the expansion of preschools which includes a review of research literature concerning lasting effects of preschool education, the quality of schools and teaching, and reform movements and change in kindergarten through grade three. Suggested discussion questions on important problems and needed actions in early childhood education are then listed. The material on high school completion provides an introductory comnood caucation are then isseed. The material on migh school completion provides an introductory com-ment illustrating the need of some students for spe-cial help to stay in school, reasons students give for dropping out of school, information about factors

increasing dropout rates, and steps schools should take to help students at risk of dropping out. Subsequent discussion focuses on appropriate interventions for students in grades pre-k through 3, 4 through 6, 7 through 8, and 9 through 12, including treatments for out-of-school youth between 16 and 21 years of age. Following this, five discussion questions about increasing high school completions on both the state and local levels are listed and conclude the document. (RH)

both the state and local levels are listed and conclude the document. (RH)

ED 280 555

PS 016 307

Gorh, Marcelle Robin Blackmon, Alyoc Alers

Comparison of Opinions and Attitudes of Mothers
of Preachool Calidaren and Female College Students

desix Toward Physical Calid Abuse.

Pub Date—Jan 86

Note—Jan 86

Note—Seports Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Calid Abuse, College Students, Comparative Analysis, "Corporal Punishment, Demography, "Females, "Mothers, Opinions, "Parent Attitudes, "Student Attitudes

A total of 116 mothers of preschool children and 230 female college students responded to a 60-question survey designed to assess attitudes and opinions in concerning physical child abuse in four categories: legal issues, treatment issues, behaviors constituting child abuse, and attitudes toward physical discipline. Students were significantly more lenient than mothers in attitudes and opinions in all four categories. Demographic variables, such as marital status and education, were significantly prelated to attitudes held by mothers. Students majoring in math-science, humanities, and professional studies were significantly more lenient than accial science majors. Class level and family occupational level were also significant factors in students' opinions. Respondents generally supported current legislation and court interpretations of abuse and, to a lesser extent, current treatment practices. Responses indicated a consistency of opinions and attitudes across the four categories assessed. (Author/RH)

ED 280 556

PS 016 317

Denham, Susanne A.

Differential Responding to Friends and Acquaintances and Correlates of Popularity in Young
Preschoolers.

Pub Date—Apr 86

Note—28p.; Paper presented at the Conference on
Human Development (Nashville, TN, April 3-5,

1986).

Human Development (Nashville, TN, April 3-5, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"Emotional Experience, "Friendship, "Peer Relationship, "Popularity, "Preschool Children, Preschool Education Identifiers—"Sociometric Status

Priendship patterns and sociometric status of 27 young preschoolers with a mean age of 39 months were assessed naturalistically. Subjects were more likely to show positive reactions to the emotions of their friends than to those of their acquaintances, thus demonstrating the affective basis of early friendships. No differences were found between non-positive reactions to friends' versus acquaintance' emotions. Children more often picked as a friend demonstrated greater affective knowledge, showed more happy and angry emotional displays, helped and shared more in response to peers' emotions, and ignored more in response to acquaintances' emotions. Controversial, isolated, rejected, average, and popular children differed on emotions and reactions to peers' emotions. Controversial, isolated, rejected, average, and popular children differed on emotions and reactions to peers' emotions. Controversial, isolated, rejected, average, are friendship and sociometric status appear advantageous for use with children at this age. (Author/RH)

ED 280 557 PS 016 319 Report and Reco endations on Infant Mortality

is Mississippi. fississippi Governor's Office of Human Develop-ment Commission for Children and Youth, Jack-

Pub Date—Nov 85
Note—19p.; Developed by the Infant Mortality
Task Force.

vailable from—Commission for Children and Youth, 301 West Pearl Street, Jackson, MS

39203-3093. ub Type— Reports - Descriptive (141) — Opinion

39203-3093.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Birth Weight, Coordination, Financial Support, \*Government Role, Guidelines, \*Infant Mortality, \*Intervention, Prevention, Program Development, Standards, \*State Action, State Programs Identifiers—\*Mississippi, Perinatal Education Mississippi continues to lead the nation in excessive infant deaths, as shown by the 1984 infant mortality rate of 14.4 deaths per 1,000 live births. This report offers recommendations for actions that should be taken by various entities to rectify the problem. Recommendations are made in the areas of (1) public awareness of teen pregnancy problems and prenatal care benefits; (2) guidelines, standards, and coordination of public health maternity programs; (3) education for care providers; (4) finance of public access to care as related to medical malpractice insurance, Medicaid, uncompensated care, maternal and infant transport, and the University of Mississippi Medical Center; and (5) the development of recommended interventions to prevent low-birthweight in Mississippi. (RH)

PS 016 331

Calvert, Patty
Responses to Guidelines for Developmentally Appropriate Practice for Young Children and Mon-

tessori.

Pub Date—14 Nov 86

Note—12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).

Pub Type— Opinion Papers (120) — Speches/Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—"Early Childhood Education, \*Educational Practices, \*Educational Principles, \*Guidelines, \*Montessori Method Identifiers—"National Association Educ of Young Children

Three central components of the Montessori

Identifiers—"National Association Educ of Young Children
Three central components of the Montessori method are described and shown to be reflected in the National Association for the Education of Young Children's (NAEYC) guidelines for developmentally appropriate curricula. NAEYC guideline IC states, "Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials"; this is a statement of a basic Montessori principle. A second Montessori principle concerning "sensitive perioda" is reflected in the entire body of the NAEYC guidelines. A third principle common to both Montessori practice and the NAEYC guidelines is the idea of the teacher as an observer. It is concluded that, if early childhood educators intend to follow the NAEYC guidelines, they will be behaving very much like Montessori teachers. (RH)

ED 280 559

Simkin, Lindu And Others
Child and Adolescest Health Profile Project: Asnotated Bibliography.
New York State Council on Children and Families,
New York: New York State Dept. of Health, Albany; Welfare Research, Inc., Albany, N.Y.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—86

(131)

EDRS Price - MF01/PC02 Plus Poetaga.
Descriptors—"Adolescents, Annotated Bibliographies, Background, "Children, "Health, Measurement Techniques, "Profiles, Public Health, Public Policy, Research Methodology Identifiers—"Child Health, "Indicators
Developed as part of the Child and Adolescent Health Profile Project, this annotated bibliography is intended as a reference for professionals interested in key dimensions of children's health. Citations are grouped into the following four categories (1) background information on child health issues, (2) child health indicators and health status measures, (3) mainly national child health profiles, and (4) health indexes. Providing a backgrop for profile development, Section 1 lists publications that can help readers gain an overview of the key child health

issues and the role of data in informed policymaking and planning. Section 2 contains references to publications about statistics used to measure the health status of children; among topics addressed are the definition of health status measures and data validity, reliability, and availability. References to compendia of child health measures are included in Section 3. Section 4 contains references to measures which summarize data from two or more components of health status or quality of life and which purport to reflect the health status of an individual or defined group. Publications addressing more than one topic are categorized according to their major emphasis. Most of the materials were published since 1980; the few references predating 1980 have been included because they represent particularly algalificant contributions to the field. (RH)

PS 016 351

ED 280 560 PS McLaughlin, Gina Barclay Bowie, Cecilia The Center for Successful Child Development,

James Agency—Illinois State Dept. of Children and Family Services, Springfield.; Michigan Univ., Ann Arbor. Center for South and Southeast Asian

Studies. Pub Date—87

Ann Arbor. Center for South and Southeast Assan Studies.

Pub Date—87

Note—12p.; Small print may affect legibility.

Pub Type—Reports - Descriptive (141)

EDRS Price - MP01/PO1 Piss Pastags.

Descriptors—Black Youth, Developmental Programs, "Disadvantaged Youth, Elementary Education, "Individual Development, Intervention, Program Descriptions, "Public Housing, Social Services, "Social Support Groups Identifiers—"Illinois (Chicago)

Inis paper briefly describes Chicago's Center for Successful Child Development (CSCD), an institution aiming to prevent school failure among disadvantaged children from low-income families by providing intensive, comprehensive support services to all born since January 1, 1987 to parents residing in the six buildings of the Robert Taylor Homes which comprise the catchment area for the Beethoven Elementary School. Consisting of 28 high-rise buildings housing approximately 20,000 persons, almost all of whom are black and poor, the Robert Taylor Homes are the largest public housing project in the world. Nearly half of the children from the homes are behind grade level by the end of first grade. To address their problems, CSCD provides health services, an infant screening program, a faulty drop-in center, community information sharing and public education, home visitors, referrals, delivery of child development and parenting ducation, a high quality infant care center no-site and an expanded and improved system of home day care providers, a Head Start program, the Parents Too Soon program, and a program of collaboration among existing local social support networks. Photocopies of newspaper articles about the center are included. (RH)

PS 016 352

O'Connell, Martin Bloom, David E. Juggling John and Babies: America's Child Care Challenge, Population Trends and Public Policy, Number 12.

lation Reference Bureau, Inc., Washington,

D.C.
Pub Date—Feb 87
Note—20p.; Two-tone color charts may not reproduce clearly.
Available from—Circulation Department of the Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6152 (\$3.00; discount on quantity orders. Orders of \$50.00 or less must be prepaid and include \$1.00 for postage and handling).

Pub Tyres—Numerical/Quantitative Data (110)—

must be prepaid and include \$1.00 for postage and handling).
Pub Type—Numerical/Quantitative Data (110) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Day Care, Demography, Early Childhood Education, "Employed Parents, "Family Problems, Futures (of Society), "Mothers, "Population Trends, "Public Policy, Social Change
The most remarkable trend in the U.S. labor force over the past 3 decades has been the entrance of more and more mothers of young children. In 1985, a total of 54 percent of the women with children under 6 years of age were working—four times the 1950 level. This report summarizes recent trends in labor force participation and outlines some of the obstacles faced by working mothers as they attempt

to juggle job and family responsibilities. It shows that the lack of affordable child care is probably preventing many poorly educated and low-income mothers from working at all, when they are the women who need jobs the most. Discussion focuses of (1) why were more and the control of the c women who need jobs the most. Discussion focuses on (1) why more women are working; (2) documenting the trends; (3) combining family and jobs; (4) balancing personal and professional lives; (5) carrier for children at work; (6) characteristics of the young mother, the delayed childbearer, the unmarried mother, and the young single mother; (7) child care problems; (8) actual child care choices working mothers make; (9) the increasing demand for child care services; (10) the child care industry; (11) public policy issues; and (12) the outlook for the future. The report is illustrated with back and white photographs and color charts. (RH)

ED 280 562

PS 016 353

Erons, Roy
The Violation of Childhood: A Review of Possible
Effects on Development of Toxic Chemical and
Nuclear Waste.
Pub Date—Jul 86

Pub Date—Jul 86
Note—24p.; Filmed from best available copy. Paper presented at the World Conference Meeting of the World Organization for Early Childhood Education (18th. Jerusalem, Israel, July 13-17, 1986). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Congenital Impairments, Foreign Countries, Government Role, \*Poisons, Political Power, \*Pollution, \*Research Needs, Safety, \*Toxicology\*\*

Power, "Pollution, "Research Needs, Safety, "Toxicology Identifiers—Chemicals, Child Health, "Evidence, Food Additives, Nuclear Wastes, "Teratology Emphasizing that for any known teratogen no asfe dosage level exists, this case-illustrated review identifies the bases for current concern about the pollution of the environment, reflects on the promise and complexities of the emerging disciplines of behavioral toxicology and behavioral teratology, and describes existing evidence of teratogenic effects of toxic chemicals. Bases of concern include (1) the need for bureaucracies to create environmental limeted for bureaucracies to create environmental limeted for bureaucracies to create environmental limeted. toxic chemicals. Bases of concern include (1) the need for bureaucracies to create environmental limits to toxic concentrations; (2) the tendency for the burden of proof of toxic effect to lie with the afficted; (3) the concept of a safe dose level; and (4) flicted; (3) the concept of a safe dose level; and (4) flicted; (3) the concept of a safe dose level; and (4) effluents and industrial emissions. Discussion of the currently available evidence of toxic effects focuses on polychlorinated biphenyls, diethylstilboestrol, vinyl chloride monomer, manganese, mercury, and, extensively, lead. Recommended actions to be taken to adequately protect citizens from chemical assault are offered, and the paper concludes with an account of evidence of nuclear take-up by children living near British nuclear installations and the lack of adequate official response to such evidence. (RH)

ED 280 563
PS 016 35
Chavez, David X. Washburn, Kerry J.
Children's Antivictimization Education Project.
Final Report. PS 016 355

Final Report.
Texas State Dept. of Human Services, Austin.
Spons Agency—Office of Human Development
Services (DHHS), Washington, D.C.
Pub Date—30 Sep 86
Grant—OHDS-90-CA-1026

Grant—OHDS-90-CA-1026
Note—225p.; Some pages contain small print.
Language—English; Spanish
Pub Type—Reports - Evaluative (142) — Multilingual Materials (171)
EDRS Price - MF91/PC99 Plus Postage.
Descriptors—Agency Cooperation, "Child Abuse, Cultural Differences, "Elementary School Students, Elementary Secondary Education, Models, Prevention, Program Descriptions, Program Evaluation, Public Schools, Ouestionnaires. "Secondary School Students, Country of the Price of th Questionnaires, \*Secondary School Students, Spanish Speaking, State Programs, \*Victims of Crime

Crime
Identifiers—English Speaking, "Self Protection,
"Texas, We Help Ourselves Program
The impact evaluation of the Children's Antivictimization Education Project (CAVE) showed that
education programs conducted in English and Spanish enhance young children's potential for avoiding
victimization. Children who experienced English
K-3 and 4-6 programs showed significant gains in
knowledge about victimization and strategies for
staying safe. The Spanish K-3 program had a significant positive impact for first graders. Sample data
for the Spanish 4-6 program and the English pro-

grams for grades 7-9 and 10-12 did not conclusively demonstrate program effects. While children's reports of abuse apparently increased after the presentations, data on the teschers' and presenters' knowledge about general child victimization and prevention issues did not indicate a positive effect in addition to the impact evaluation of the Texas Department of Human Services' CAVE project, this final report provides (1) an introduction relating project background, goal, and objectives; (2) a description of key project features, including coordination, the We Help Ourselves (WHO) curriculum model, sites, and evaluation; (3) a process description; and (4) conclusions concerning the fulfillment of project objectives, continuation of the WHO program, and evaluation results. Eleven items of related materials are appended, such as steering committee materials are appended, such as steering committee minutes, an implementation report, and data collec-tion instruments. (RH)

PS 016 358

Magagna, Janne
[Three Years of Infant Observation with Mrs.
Bick, Founder of Infant Observation, Tavistock
Clinic in London.]
Pub Date—86

Pub Date—86
Note—23p.; Filmed from best available copy.
Pub Type— Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Emotional Development, Emotional Experience, Family Environment, \*Family Relationship, Foreign Countries, \*Individual Development, \*Infants, \*Mothers, Observation, Psychiatry, Seminars, \*Therapists, \*Training Identifiers—\*England Discussed from a psychoanalytic perspective are

Observation, Psychiatry, Seminars, "Therapists, "Training Identifiers—"England Discussed from a psychoanalytic perspective are areas of special difficulty in the phases of a three-year training observation of an infant and his family under the supervision of a 79-year-old child psychoanalyst and teacher. Specific attention is given to the child in relation to his family, the role of the observer in containing mother/infant anxieties, and the role of the tutor and seminar members in helping the observer. The first part of the paper reports observations of a baby and his parents in order to make a clear differentiation between (i) the baby attaching himself to the mother in a way that permits introjective experiences to take place, and (2) baby "holding himself together" out of distress. The second part of the paper describes transformations of the identities of all those involved in the observation/seminar, the baby and his family from the infant's eighht to sixteenth month, and the tod-dler's adjustment to a catastrophic change: the birth dler's adjustment to a catastrophic change: the birth of a sibling. Throughout, the paper attempts to highight some of the central preoccupations associated with early infantile anxieties, in particular the in-fant's fear of disintegration and loss of identity.

PS 016 359 ED 280 565 PS 016 359
The Chairman's Report on Children in America: A
Strategy for the 100th Congress. Volume II.
Committee on Education and Labor, House of
Representatives, 99th Congress, 26 Session.
Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.
Pub Date—24 Oct 86
Note—121p; Serial No. 99-U.; For volume I, see
ED 276 527.
Available from Superintendent of Documents.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-01492-6, \$3.50).

DC 20402 (Stock No. 552-070-01492-6, \$3.50). Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) EDRS Price - MF01/PC05 Plus Postage. Descriptors— \*Childrens Rights, Community Involvement, \*Education, \*Employment, \*Environment, Federal Legislation, \*Federal Programs, Financial Support, \*Health, Nutrition, Participant Characteristics, Program Descriptions Identifiers—\*Legislative History This report, the second of two volumes, provides descriptions and legislative histories of Federal programs that affect the rights of children to education of high quality, opportunities for self-sufficiency, healthy bodies, and safe and liveable environments. Programs and related legislation are grouped under the headings of these four rights. Usually included in each program profile is information concerning program purpose and history, funding mechanisms, recipients who benefit, provisions for community involvement, and a summary of funding levels. Other information occasionally included concerns

legislative proposals, services provided, eligibility, and payment mechanisms. While the list of programs described is not comprehensive, those included specifically address the rights every child should have. (RH)

ED 280 566
Wright, June L. Church, Marilyn J.
The Evolution of an Effective Home-School Microcomputer Connection.
Pub Date—Apt 86
Note—21p.; Paper presented at a Working Conference on "The Computer in the Home: Its Challenge to Education" (Interlaken, Switzerland, April, 1986).

April, 1986).

Pub Type—Reports - Descriptive (141) — Opinion
Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Software, Equal Education, Home Programs, \*Microcomputers, Models, \*Parent Attitudes, \*Parent Participation, \*Preschool Children, Preschool Children, Preschool Education, Porgrams, Workshops

Identifiers—\*Computer Discovery Project, \*Parent as a Teacher, Software Evaluation
A model of parent involvement in computer edu-

as a Teacher, Software Evaluation
A model of parent involvement in computer education is discussed in relation to activities of the
Computer Discovery Project at the Center for
Young Children, University of Maryland. Content
focuses on parents' attitudes and concerns about the
use of microcomputers in educational settings.
Growth in parents' involvement with computers is
documented and is reported to be largely due to a
policy allowing parents to take microcomputers and
software home over weekends. In addition, the design of a research project to assess parents' evaluasoftware home over weekends. In addition, the design of a research project to assess parents' evaluation of software is described. Pilot study findings have indicated that opinions of parents vary widely on the value of each piece of software used and that preferences for particular programs are evident. Concluding remarks describe other school/community outreach programs, including (1) the Community-Classroom Computer Connection Program, which emphasizes the need to coordinate the use of home technologies with school activities and goals; and (2) the "Playing to Win" project, which offers computer experience at correctional facilities, public libraries, and to parents and children living in lower socioeconomic housing in East Harlem. (RH)

ED 280 567 PS 016 365

Aspects of the Mother-Nanny Relationship: Some Concepts from Psychoanalytic Research to Understand Problem Areas Which Can Interfere with the Optimal Care for Children.

with the Optimal Care for Children.
Pub Date—Aug 86
Note—15p.; Filmed from best available copy. Paper
presented at the International Nanny Conference
(Claremont, CA, August 21-24, 1986).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Pius Postage. PC Not Avail-able from EDRS.

Descriptors—\*Child Caregivers, Emotional Experi-ence, \*Family Environment, Foreign Countries, \*Infants, \*Mothers, Profiles, Psychiatry, \*Psy-chological Characteristics Identifiers—\*Nannies, Psychoanalytic Theory Elaborating on two main styles of multiple care-taking, this paper discusses those aspects of the mother-nanny relationship which influence the op-timal care of the child. A caretaking style based in denial involves obliterating, denying, and distracttimal care of the child. A caretaking style based in denial involves obliterating, denying, and distracting the child from his painful emotional experiences, fostering "the stiff upper lip," and the "I can manage by myself" attitude. In contrast, a style based in containment involves remaining deeply in touch with the child's emotional distress, discovering what it is about; letting the child's distress enter oneself, thinking about the child's feelings; giving the child the experience of having feelings accepted, tolerated, and supplied with meaning. In this discussion, four case study profiles illuminate the two styles. Generally, the discussion advances the following ideas: (1) caregivers must be in touch with their own Generally, the discussion advances the following ideas: (1) caregivers must be in touch with their own feelings, not denying them, in order to be in touch with the infant's feelings; (2) time is required to learn from the experience of being with a particular baby and to understand that baby's unique emotional responses and needs; and (3) a good namy aligns herself with the infant's parents, fostering the child's relationships with the parents and acknowledging that she cannot replace them. (RH)

PS 016 367 ED 280 568

Digby, Gillian Lewis, Charlie
Training Children to Use Mnemonic Skills:
Causes Improvements in Memory Performs
Pub Dato—Sep 86
Note. 25-7 ic Skills: What

Pub Date—Sep 86

Note—25p.; Paper presented at the Annual Conference of the Developmental Psychology Section of the British Psychological Society (Exeter, England, September 19-22, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPUI/PC01 Plus Pestage.

Descriptors—Foreign Countries, "Metacognition, "Mnemonics, Pretests Posttests, "Recall (Psychology), "Training, "Young Children Identifiers—England Exploring the relationship between strategy train-

"Mnemonics, Pretests Posttests, "Recall (Psychology), Training, "Young Children Identifiers," England
Exploring the relationship between strategy training and the child's apparent knowledge, this study assessed (1) whether the effects of rehearnal training without added metammemonic feedback would be evident one week after training, and (2) the effects of specific training upon more general metamnemonic awareness. Initially 40 children 6 years of age participated in the study. Each subject was administered a serial recall task and was measured on overrehearsal and success in the recall task. Each additionally was administered a metamemory task designed to fulfill Flavell and Wellman's 1977 classification of the constituents of metamemory. Scores were used to form three groups of subjects with the serial training they are training and half were controls. While control subjects were tested on the serial recall task again, the experimental group was tested and instructed to rehearse. Both groups were tested a third time after a week had passed. Comparisons of pretest and posttest data suggest that rehearsal training led to lasting increases in the use of rehearsal, improved recall, and greater expressed knowledge of metammemonic awareness improved recall was particularly evident among those 6-year-olds who did not spontaneously rehearse. (RH) studies. (RH)

ED 280 569 PS 016 371

RD 260 307 Spodek, Bernard The Knowledge Base of Kindergarten Education. Pub Date—9 Jan 87 Note—21p.; Paper presented at the Five-Year-Olds in School Conference (East Lansing, MI, January 1987).

in School Conference (East Lansing, MI, January 9, 1987).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF0I/PC01 Plus Postage.

Descriptors— \*Cognitive Development, \*Educational Change, \*Kindergarten, \*Literacy, Piagetian Theory, \*Pereading Experience, Primary Education, Public Schools, \*Socialization After introductory remarks on the magnitude of changes that have taken place in early childhood education within the last 30 years, discussion focuses on early childhood research related to cognitive learning, social learning, and literacy. Social learning in kindergarten is discussed in terms of research findings on the effects of positive social elearning, and iteracy completes the second proposed in terms of research findings on the effects of positive social elearning in kindergarten is discussed in terms of research findings on the effects of positive social elearning in kindergarten and literacy is discussed in terms of personal attributes, peer group membership, and the need to learn the student role. The topic of kindergarten and literacy is discussed in terms of approaches to early reading instruction, reading readings and writing with children's ideas and vocal utterances, programs emphasing comprehension, and the characteristics of a literacy-rich kindergarten environment. Cognitive learning in early childhood education is discussed in terms of research based on a Piagetian perspective. Brief concluding remarks focus on current knowledge bases for designing and implementing an appropriate kindergarten curriculum, and the need for teachers to integrate their professional knowledge with community wishes for kindergarten instruction. (RH)

PS 016 377 Kindergarten: Alaska Elementary Curricul Guide, First Edition. Alaska State Dept. of Education, Juneau. Pub Date—Aug 85 Note—77p.

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Educational Objectives, "Elementary School Curriculum, Guidelines, "Kindergarten, Models, Primary Education, State Programs Identifiers—"Alaska
Intended as a model to aid school districts as they develop and review their curriculum documents and not intended for direct use by teachers preparing lessons, this guide to the kindergarten curriculum lists topics/concepts, learning outcomes, and sample learning objectives for children's social, physical, emotional, creative, and cognitive development. Entries in the topics/concepts column broadly define the content to be included in the study of each subject area. In the second column, learning outcomes describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Sample learning objectives, shown in the third column, are indicators of student progress toward the learning outcomes. Most of the material concerns cognitive topics, outcomes, and objectives, since that are of the curriculum includes subsections on general cognitive development, language arts, mathematics, science, art, music, social studies, and computer education. A developmental profile of the 5- and 6-year-old child is appended. (R.H.)

ED 280 571

PS 016 383

BAJ AND 5/1 PS 016 38.

Baron, Lois And Others
A Preliminary Look at Group Size Effects and Learning on the Microcomputer: Implications for Early Childhood Education.

Pub Date—Jul 86

Note—21p.; Paper presented at the meeting of the World Organization for Early Childhood Educa-tion (18th World Congress, Jerusalem, Israel, July 13-17, 1986).

13-17, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, \*Computer Assisted Instruction, Elementary Education, \*Elementary School Students, Foreign
Countries, Grade 5, Grade 6, Jews, Religious Education, \*Time on Task, \*Vocabulary Development

Identifiers-\*Canada, \*Group Size, Word Attack

A study was made of the effects of group size and time-on-task on the ability of 259 fifth- and sixth-grade students to learn in the context of comtime-on-task on the ability of 259 fifth- and sixth-grade students to learn in the context of computer assisted instruction. Predominantly Jewish, subjects attended one of three schools in an upper-middle-class area of Montreal. After the Basic Word Vocabulary Test and a background/demographic questionnaire were administered as pretests, subjects were randomly assigned to groups differing in size. In the fifth grade sample, there were 22 groups of 4 children, 23 groups of 2, and 22 groups of 4 children, 13 groups of 2, and 12 groups of 1. In the sixth grade sample, there were 15 groups of 4 children, 13 groups of 2, and 12 groups of 1. Time-on-task was distributed across schools. One school received one half-hour treatments, a second received two half-hour treatments. During the treatment phase, subjects were assigned computers and were told (1) to complete Level 1 of the "Word Attack" software program, and (2) to continue the program at whichever of the three remaining levels they chose. While students worked, experimenters gathered observational data. After completing experimental sessions, subjects were given three post-tests: two ocabulary tests, and one attribution questionnaire. Preliminary findings indicate that improved achievement resulted from increased time-on-task, but not from group size. (RH)

PS 016 391 Palacio-Quintin, Ercilia Gelinas, Lorraine
Effects of Figurative and Operative Aspects of a
Classification Task on Preschool Children's Per-

Pub Date-May 86

Pub Date—May 86

Note—20p.; Paper presented at the Child Development Congress (Waterloo, Canada, May, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—2 Age Differences, "Classification,
 "Cognitive Development, Criteria, "Developmental Stages, Foreign Countries, "Preschool
Children, Preschool Education, Visual Stimuli
Identifiers—Concept Utilization, "Quebec

A total of 80 children 4 to 7 years of age participated in a study attempting to establish (1) the frequency of classification performance by age and in

relation to available classification criteria, and (2) relation to relation to relation criteria, and (2) the degree of preference for different classification criteria by age, particularly different classification criteria by age, particularly differences between figurative and operative criteria. Each child was given cight classification tasks of two choices each. Across the entire task, six criteria were available: four with figurative aspects (color, shape, size, thickness), and two with conceptual aspects (vehicles and habitations). After accomplishing a classification task, subjects were tasked to state reasons why he or she had put same things together. Behavior on each task was classified as success or failure to make a classification. Answers of successful subjects were then evaluated on success or failure to explain the classification accomplished, and choice of criteria. Results revealed that children under aix years of age were unable to find criteria to make a classification when a concept was involved. They could classify only with some directly perceived figural aspect. It was concluded that findings support the Piagetian position on operative classification abilities of young children and reveal the weakness of positions averring that preoperational children are able to make classifications. (RH)

ED 280 573

PS 016 393

ED 280 573

Curis, Audrey
The Needs of Four Year Old Children in School.
Pub Date—Jul 86

Note—6p.: Paper presented at the Meeting of the
World Organization for Early Childhood Education (Jerusalem, Israel, July 13-17, 1986).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPOL/PCOI Plus Postage.
Descriptors—\*Childhood Needs, \*Classroom Environment, Foreign Countries, \*Preschool Children, Preschool Education, \*Public Schools,
Surveys, \*Teacher Education
Identifiers—\*Developmental Curriculum, \*England

Surveys, "leacher Education" Identifiers.—"Developmental Curriculum, "England England's trend toward encouraging 4-year-old children to begin infant school at the beginning of the year in which they become 5 years of age led the British Association for Early Childhood Education to investigate the needs of 4-year-olds in school. At the end of a year's discussion, 56 working groups completed a questionnaire which has raised several issues. While respondents disagreed about the needs of 4-year-olds in school, they agreed substantially about environmental characteristics appropriate to 4-year-olds thildren, the need for a teacher/student ratio of 1:13 or less, the provision of a trained nursery nurse, training for teachers, and teachers' support needs. Respondents disagreed about full-day versus half-day scheduling, incorporation of nursery classes in schools, duration of nursery experience for students, and the value of placing 4-year-olds in primary classes for the purpose of socializing them to a work ethic. Concluding remarks emphasized the need to ensure that any child entering school under the age of 5 years is provided an appropriate physical environment and is taught by appropriately trained staff who provide a developmental curriculum and recognize the developmental differences between 4- and 5-year-olds. (RH)

ED 280 574

PS 016 396

ED 280 574

Ritchie, Kathleen E. Johnson, Zita M.
From Scooby-Doo to Sheleter: Evolving Issues in Superhere Play.
Pub Date—Nov 86

Note—15p; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—Adjustment (to Environment), "Childhood Needs, "Dramstic Play, "Group Dynamics, Individual Needs, intervention, "Preschool Children, Preschool Education, Pretend Play, Psychological Needs, Role Playing, Social Development, Teacher Role Identifiers—"Superhero Play Superhero play among preschool children appears to be quite different from socio-dramatic play, while exhibiting characteristics of socio-dramatic play, superhero play does not facilitate the development of social or verbal skills. Observations of television programs indicated that superhero play provides little opportunity for verbal reasoning, problem solving, talking things out, or compromising. Observations of children in groups who were engaged in superhero play revealed that such play

had very little story line, was interruptive and agressive, and reduced the likelihood of the emergence of other forms of behavior. In addition, threatening environmental conditions seemed to affect the timing of children's superhero play. Preschool teachers, when surveyed, indicated that such play was difficult to redirect or build into constructive experiences for children. Some techniques for addressing the superhero phenomenon are advocated in the literature. Children engage in superhero play to alleviate fear or because they have limited opportunities for truly socio-dramatic play. In these cases the environment should be tabellized and opportunities provided. When children's play includes a balance between superhero and socio-dramatic elements, no intervention may be needed. Individual preschool children appearing to be immersed in a superhero character should be viewed in terms of how their needs are met by such play, the extent to which superhero play is used, how alternative experiences might better meet those needs, and whether intervention is needed. (RH)

PS 016 397 EAU 250 575
Elementary Core Carriculum Standards: Levels
K-3: Arts, Information Technology, Science,
Language Arts, Mathematics, Social Studies,
Health, Lifestyles.
Utah State Office of Education, Salt Lake City.
Dah. Date. 25

Pub Date

Note—161p. Available from—Utala State Office of Education, 250 East 500 South, Salt Lake City, UT 84111

(34.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF91/PC07 Plus Postage.
Descriptors—Art Education, Core Curriculum,
\*Educational Objectives, \*Elementary School
Curriculum, Health, Information Technology,
Language Arts, Mathematics Education, Prince
Language Arts, Mathematics Education, Science Education, Secondary Education, Social Studies, \*Standards, \*State Programs
Identifiers—\*Utah

Identifiers—"Utah
Utah's 1987 minimum course description standards for students in kindergarten through third
grade are provided in the required core curriculum
areas of arts, information technology, science, language arts, mathematics, social studies, and health
lifestyles. For each curricular area a rationale is lifestyles. For each curricular area a rationale is given, followed by a brief course description encom-passing grades K through 3, and occasional charts of course sequences. Information at each grade level and in each curriculum area includes a set of core standards to be met at that level and a list of related standards to be mer at that the veir and a mot related instructional objectives. Also included are a descrip-tion of the elementary and secondary school pro-gram of studies and high school graduation requirements, policy statements for elementary, middle, and high schools, general requirements, and course charts for grades K through 12. (RH)

ED 280 576
PS 016 398
Growing: Pre-Kindergarten Through 2nd Grade.
Second Edition.
Oklahoma
City.

City. Pub Date—85

Note—232p; For the first edition, see ED 239 711; for the companion guide entitled "Beginnings," see ED 206 409.

for the companion guide entitled "Beginnings," see ED 205 409.

Pub Type— Guides - Clasaroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art, Communication Skills, Cooking Instruction, "Early Childhood Education, Guidelines, Health, Individual Development, "Learning Activities, Mathematics, Motor Development, Music, Parent Participation, Play, Preschool Education, Primary Education, Resource Materials, Safety, Sciences, Social Studies, State Programs Identifiers—"Oklahoma Designed to be used in conjunction with an early childhood guide entitled "Beginnings," this resource guide presents a variety of learning activities for children in preschool through second grade. The guide sims to encourage and reinforce the use of avariety of concrete, semi-concrete, and abstract activities meeting the developmental needs of children in the areas of art; social studies; science; health; safety; cooking; sand play, water play, and woodworking; and transition time. The activities presented can be readily adapted to a wide range of individual and group needs by varying the degree of ansistance provided by the teacher. Basic information is also provided concerning expectatic.as for teachers, the development of children at various

ages, assessment, parent participation, organiz-ing/utilizing a volunteer program, and the inte-grated curriculum. Also included are resources for learning in each of the curriculum areas described in the guide, as well as a brief bibliography on parent-ing and a list of teacher resources. (RH)

ED 280 577

Cochran, Moncrieff Henderson, Charles R., Jr.

Family Matters: Evaluation of the Parental Empowerment Program. A Summary of a Final Report to the National Institute of Education.

Cornell Univ., Ithaca, N.Y.

Spons Agency—Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Betheada, Md.; National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Feb 86

Contract—400.76-0150

Note—81p.; For the final report, see ED 262 862. Some figures contain marginally legible print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PCD4 Plus Postage.

Descriptors—Academic Achievement, Adjustment

Pub Type—Reports - Evaluative (142)
EDRS Price - MF0L/PCOP Plus Postage.

Descriptors—Academic Achievement, Adjustment (to Environment), "Child Rearing, Demography, Elementary Education, Elementary School Students, "Home Visits, "Intervention, Mothers, Parent Child Relationship, "Parent Participation, Parent School Relationship, Perception, Program Descriptions, "Poccial Support Groups Identifiers—Ecological Paradigm, New York (Syracuse), "Parent Empowerment, Social Ecology This report summarizes the final evaluation of the Parental Empowerment Program: an experimental program building on family strengths and local resources which was offered for an average of 24 months to 160 families in 10 Syracuse (New York) neighborhoods. Chapter 1 provides a conceptual overview, a program description, and a methodological summary. Chapter 2 reports effects of the empowerment program on several school outcomes, on home-school communication, and on joint activities of parents and children. Chapter 3 explores additional effects, including the influence of perceptions on the child's school performance, mother-child activities and performance in school, social networks and perceptions of self as savent, social networks and perceptions of self as savent, social networks and preceptions of self as savent, social networks and proteprical selfmance, mother-child activities and performance in achool, social networks and perceptions of self as parent, social networks and perceptions of self as parent, social networks and mother-child activities, personal social networks and school outcomes, parental self-perceptions and home-school communications. Chapter 4 discusses the range and complexity of program impact in terms of the following topics: (1) whether the program affected children by influencing the natural ecologies of their families; (2) whether effects on child behavior can be detected and how they are causally linked; (3) how effects and processes vary for different subgroups; (4) family support as relief from stress; (5) the utility of process variables; (6) social supports as measures of program impact; (7) the reality of the empowerment process; and (8) challenging issues in the relationship between families and formal schooling. (RH) ing. (RH)

PS 016 402 ED 280 578

ED 280 578
I Can Do It! A Chapter 53 Screening Resource for Early Childhood Teachers.
New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.
Report No.—ISBN-88315-629-6
Pub Date—85

Note—28p.

Available from—Office of Curriculum Development and Support, Curriculum Production Unit,

Room 613, 131 Livingston Street, Brooklyn, NY

Room 613, 131 Livingston Street, Brooklyn, NY 11201 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Articulation (Speech), Cognitive Development, Early Childhood Education, "Elementary School Curriculum, "Individualized Instruction, Language Acquisition, "Learning Activities, Motor Development, "Screening Tests, Test Results, Test Use
Identifiers—New York City Board of Education

Test Use Identifiers—New York City Board of Education Focusing on areas of development related to Chapter 53 screening, this manual is designed to assist New York City teachers in using the screen-ing results to support optimal development for the children in their classes. Chapter 53 of the Laws of 1980 provides for the screening of all new entrants

into the school system, usually in kindergarten or first grade. The manual includes (1) descriptions of skills measured by the screening process; (2) examples of classroom activities that foster skills development and enhancement; and (3) illustrations of the integration of skills development in curriculum areas. Within the five skill areas covered (gross and fine motor development, cognition, receptive and expressive language, and articulation), interdisciplinary activities and/or activities appropriate to specific subject areas are suggested. (RH)

Shigaki, Irene S.
Social Development of Infants and Toddlers in Japanese Day Care.
Pub Date—Apr 86 PS 016 403

Japanese Day Care.
Pub Date—Apr 86
Note—11p.; Paper presented at the international
Conference on Infant Studies (Los Angeles, CA,
April 10-13, 1986).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Page Differences, "Cultural Influences, Foreign Countries, "Infants, Preschool Education, "Social Behavior, "Social Development,
"Toddlers
Identifers—"Japan

"Toddlers" Japan
To examine children's patterns of social interaction in group care, the activities and verbal behavior
of 50 preschool children attending 5 Japanese day tion in group care, the activities and verbal behavior of 50 preschool children attending 5 Japanese day care centers in metropolitan Tokyo were observed and recorded during a total of 20 minutes of free play for each child. Participants were equally dispersed across five age categories each encompassing 6 months and collectively extending from 6 months to 3 years of age. Observations made in 10-minute blocks were recorded at 30-second intervals. Five mutually exclusive categories comprising a heirarchical ordering of involvement were used to code the data: "abolitary," "watches," "parallel play," interaction," and "interchange." Results indicated that, in the "watches" category, the youngest group had significantly higher scores than those in either of the two oldest groups. The frequency of "parallel play" among the youngest was significantly lower than for all other age groups. Children from 12 to 36 months of age were found to spend significantly more time engaged in parallel play than were infants under the age of 1 year. Children as young as 12- to 18-months-old were spending approximately one-fifth of their time in parallel play. It is concluded that, while this finding can be explained in part by developmental considerations, culture or environment appeared to be a contributing factor. (RH)

ED 280 580 PS 016 404

Herrstrom, Staffan Swedish Family Policy. Swedish Inst., Stockholt Pub Date—Sep 86

Swedish Inst., Stockholm.
Pub Date—Sep 86
Note—17p.
Journal Cit.—Current Sweden; n348 Sep 86
Pub Type—Opinion Papers (120)
EDRS Price - MF0I/PC01 Pins Postage.
Descriptors—"Day Care, Early Childhood Education, "Family Financial Resources, Family Programs, Foreign Countries, "Political Issues, "Public Policy Identifiers—Family Policy, Income Distribution, Political Parties, Social Policy, "Sweden Family policy remains one of the leading issues of Swedish domestic politics. All parties are agreed that families with children must be given a better deal in the wake of the economic crisis. But how is this to be done and how quickly can it be achieved? Is the expansion of day nursery facilities to be speeded up, or are parents to be given a care allowance which will enable one of them to stay at home? Opinions differ on this point, not only between the Social Democratic Government and the Opposition but also between the non-socialist parties. This article, after identifying crucial issues and ideological aspects of the debate in Sweden on family policy, reviews benefits provided for families in Sweden and discusses, within the context of current history. aspects of the debate in Sweden on family policy, reviews benefits provided for families in Sweden and discusses, within the context of current history, the family policy of the major Swedish political parties, including the Social Democrats, the Moderates, the Liberal Party, the Center Party, the Christian Democratic Party, and the Left Party Communists. It is concluded that, since the Liberal Party's immense success in the 1985 election, most current indications point to a continuation of the debate on freedom of choice in its broad sense, at least for as long as there continues to be an acute

shortage of day nursery places. (RH)

PS 016 411

shortage of day nursery places. (RH)

ED 280 581

PS 016 411

Need and Feanibility for Early Childhood Education in the Public Schools: A Report to Kansas State Board of Education.

Kansas State Dept. of Education, Topeka. State and Federal Programs Administration.

Pub Date—86

Note—269.

Pub Type— Opinion Papers (120)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—"Early Childhood Education, "Educational Needs, "Educational Planning, Preschool Children, "Preschool Education, Program Implementation, "Public Schools, "State Programs Identifiers—"Kansas

The two parts of this report to the Kansas State Board of Education discuss the need for early childhood education, and the feasibility of early childhood education in the public schools. Data suggest a need for preschool education, especially for vulnerable children who cannot otherwise receive the benefits of education when they reach the age of 5 years. However, approximately two-thirds of Kansas responsible for providing preschool education for 3-and 4-year-olds?" In the absence of a public mandate for the public schools to become the agency for reschool-education, there must be other overriding reasons to consider such a change in policy. Such reasons include the fact that the family has changed in ways impacting negatively on the development of preschool-age children. Many children are at risk but do not meet the criteria of "exceptional" and therefore cannot be served since funding is restricted to identified handicapped children. Based on the conclusion that Kansas should implementaryl childhood education in the public schools, the report includes 10 recommendations for implementation. (RH) report includes 10 recortation. (RH)

Early Childhood Services: Philosophy, Goals and Program Dimensions.

Alberta Dept. of Education, Edmonton. Early Childhood Services.

Pub Date—Jan 84

Note—22p.; For

Channood Services.

Pub Date—Jan \$4

Note—22p.; For an earlier interim edition of this handbook, see ED 221 287. Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MFDI./PCDI Plas Postage.

Descriptors—Beliefs, Community Programs, Coordination, Developmental Programs, Educational Principles, Foreign Countries, Health, \*Individual Development, \*Intervention, Nutrition, Parent Participation, \*Preschool Children, Safety, \*Social Services, Staff Development, State Programs Identifiers—\*Alberta, Early Childhood Services
This document describes the early childhood services program in Alberta, Canada and its goals for accompliahment with children, within families, and in the community. Early Childhood Services (ECS), Alberta Education, is concerned with the provision of a coordinated system of local, regional, and pro-

accompanment with chuldren, within families, and in the community. Early Childhood Services (ECS), Alberta Education, is concerned with the provision of a coordinated system of local, regional, and provincial programs and services to meet the developmental and special needs of young children and their families. Included in the system are government departments which have responsibility for health, social, educational, and recreational services for children and their families and for the training of staff. Material covered in the document is intended for use by parents, staff, and community services as a guide for the development, implementation, and evaluation of local, regional, and provincial programs; and for the identification of staff development and parent needs. Section I outlines the beliefs and principles guiding ECS activities. Section III states ECS goals. Comprising half the guide, Section III describes program dimensions, including those centered on children's self-concept, physical, social, emotional, intellectual, and creative development, as well as staff development, parent participation, health, and coordination of communications. paysical, social, emotional, mellectual, and creative development, as well as staff development, parent participation, health, and coordination of commu-nity services. The guide is illustrated with numerous black and white photographs. (RH)

Keith, Janet S. Schmidt, Velma E. Early Childhood Education in South Carolina: Learning Experiences for the 3-, 4-, and 5-Year-Old Child. Revised Edition. South Carolina State Dept. of Education, Columbia. Pub Date—83 PS 016 414 ED 280 583

Note-213p.; For related document, see PS 016

415.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plan Postage.
Descriptors— Early Childhood Education, \*Educational Environment, \*Learning Activities,
\*Learning Experience, Parent Teacher Cooperation, \*Preschool Children, \*Preschool Curriculum, Scheduling, State Programs
Identifiers—Learning Experience Approach,
\*South Carolina
Intended to support and suide teachers and ed-

Identifiers—Learning Experience Approach,

"South Carolina Intended to support and guide teachers and administrators in providing appropriate experiences for 3-, 4-, and 5-year-old children in significant arcas of living and learning, this curriculum guide reflects the early childhood education (ECE) philosophy of the South Carolina State Department of Education. The guide first provides an overview of ECE in South Carolina, lists characteristics of young children and responsibilities of their teachers, outlines ways to improve communication between parents and teachers, and describes an appropriate learning environment for young children and a typical delly schedule. Also outlined are several alternate daily schedules appropriate for different programs in different environments. The greatest portion of the guide focuses on learning experiences. These are categorized by content area, including nutrition, health and safety, play, understanding the world, the expressive arts (music, art, creative dramatics, and movement exploration), language and communication, and number relationships. Concluding sections of the guide outline characteristics of children with special needs and related guidelines for their teachers, and describe responsibilities of personnel for ECE programs. A selected bibliography cites books, pamphiets, and tapes, lists professional organizations, identifies sources for learning materials and films, and provides a directory of publishers. (RH)

ED 280 584

ED 280 584

Corley, Rhonda And Others

The Kangaroo Book: Developmental Activities
Related to the State Kindergarten Objectives.
South Carolina State Dept. of Education, Columbia.
Pub Date—82

Note—284p.; For related document, see PS 016

Note—284p.; For related document, see PS 016
414.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Educational Equipment, "Educational Objectives, Instructional Materials, "Kindergartea, "Learning Activities, Primary Education, State Curriculum Guides
Identifiers—"South Carolina
Intended for use in conjunction with the guide-book, "Early Childhood Education in South Carolina," this book of experiential activities aims to help kindergarten teachers plan an appropriate program for their children. Each activity described realizes one of the 18 objectives for kindergarten that were adopted by the South Carolina State Board of Education Basic Skills Assessment Program. After brief discussions of basic beliefs about kindergarten, program development, classroom management, and the continuous assessment of children's development through daily observation, contents provide statements of objectives and descriptions of activities in the areas of (1) gross motor development; (2) fine motor development; (3) remembering visual stimuli; (4) perceiving visual likenesses and differences; (5) remembering auditory stimuli; (6) perceiving auditory likenesses and differences; (7) expressive language; (8) receptive language; (9) expressing interest in language; (10) classification; (11) making comparisons; (12) sequencing; (13) understanding the concept of the conservation of number; (14) interpreting and inferring; (15) controlling emotions; (16) developing a coeptable interactions with others. An appendix lists equipment and materials considered essential for a kindergarten program. (RH)

PS 016 417

PS 016 417
Simner, Marvin L.
An Evaluation of a New Teacher Inventory to
Identify the Fallure-Prone Preschool Child.
Spons Agency-University of Western Ontario,
London.

Pub Date—36 Note—28p.; Updated version of paper presented at the Meeting of the Canadian Psychological Asso-ciation (Ottawa, Ontario, Canada, 1984). Pub Type— Reports - Research (143) — Speeches/-

Meeting Papers (150)
EDRS Pries - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, \*High Risk Students, Preschool Children, Preschool Education, \*Readiness, \*Screening Tests, \*Test Reliability, \*Test Validity Identifiers—\*Ontario, Teachers School Readiness Inventors.

Identifiers—\*Ontario, Teachers School Readiness Inventory
An evaluation was made of the effectiveness of an empirically derived five-item questionnaire, the Teacher's School Readiness Inventory (TSRI), in identifying at-risk or failure-prone preschool children. Screened with the TSRI in the spring of either the prekindergarten or kindergarten year, four samples totalling 453 children were followed through the end of first grade. Results showed that scores on the TSRI produced an average correlation of .58 with the children's performance across the first grade curriculum. The cutoff points on the inventory achieved an overall hit rate of 86 percent, and correctly identified 73 to 90 percent of those preschool children whose subsequent work in first grade placed them at or near the bottom of the class. (References, a TSRI individual rating form, and three tables are appended.) (Author/RH)

ED 280 586
PS 016 41
Lipinski, Judith M. Calvert, Sandra L.
The Influence of Television on Children's Sex PS 016 419

Liping The Influence
Typing.
Pub Date—[85]
Note—27p. Information Analyses (070)
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Childhood Attitudes, "Children,
Comprehension, Literature Reviews, "Mass Media Effects, Program Content, "Sex Role, "Social
Development, Television Research, "Television

Television Research, "Television Rese

Development, Television Research, Television Viewing Identifiers—Social Learning Theory
This paper places research findings within a social learning framework to demonstrate that television influences the development of sex typing in children. First, the presence of sex-typed content in television programming and advertising is documented. Then, the nature of children's attention to and comprehension of televised messages is reviewed. Finally, behavioral effects after exposure to sex-typed television content are examined. Airbough children can learn both traditional and nontraditional values from television viewing, research findings clearly document that for the past 30 years, television content has overwhelmingly reinforced children for adopting traditional sex roles. Recommendations are offered for moderating these effects. (Author/RH)

mendations are offered for moderating these effects.
(Author/RH)

ED 280 587

PS 016 420

The Plan of Action for Calidren: A Task Ferce
Report. Prepared for the Column Fund for the
Well-Being of Calidren and Youth.
Chicago Community Trust, Ill.
Pub Date—Jan 87

Note—69p.; The Fund is a supporting organization
of the Chicago Community Trust.
Available from—Voices for Illinois Children, 53

West Jackson Boulevard, Chicago, IL 60604
(Free of charge).
Pub Type—Reports - General (140)

EDRS Price - MF91/PC03 Plus Postage.
Descriptors—"Child Abuse, Child Advocacy,
"Child Neglect, Children, Community Services,
Day Care, Dropouts, Drug Abuse, Early Childhood Education, Early Parenthood, Education,
Employment, "Health, "Intervention, Justice, Juvenile Courts, Mental Disorders, Poverty, "Social
Problems, State Action, Unemployment
Identifiers—Family Support Programs, "Illinois
Addressed to policymakers and to all the citizens
of Illinois, this report of the Plan of Action for Children Task Force offers 81 recommendations for addressing the serious problems faced by children
residing in the state. Taken together, the recommenfactions lead to six conclusions: (1) focus on prevention; (2) commit resources to strengthen
communities; (3) employ comprehensive approaches; (4) encourage institutional creativity; (3)
improve state government's impact; and (6) broade
instruction via schools, churches, and the media on
vita issues such as family life, sex education, health
and nutrition, and the hazards of drug and alcohol
use. Specifically, the report focuses on the creation
of a statewide advocacy organization, family support programs, day care, formal education, employcommunity service, health care, poverty,
child abuse and child neglect, homeless youth, menment, community service, health care, poverty, child abuse and child neglect, homeless youth, mental illness, substance abuse, school dropouts, unen ployment, teenage pregnancy, and juvenile justic included are names, affiliations, and addressees persons interviewed by the Task Force. (RH)

ED 280 588

Galinsky, Ellen Friedman, Dana E.

Investing in Quality Child Care: A Report for
AT&T. PS 016 423

AT&T.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—AT&T Communications, Inc., New York, NY.

Pub Date—Nov 86

Note—49p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC22 Plus Postage.

Descriptors—"Business, "Day Care, Early Childhood Education, "Fringe Benefits, Giossaries, Profiles, Program Descriptions, "Program Improvement."

hood Education, "Fringe Benefits, Glossaries, Profiles, Program Descriptions, "Program Improvement Identifiers." Business Role More than 50 child care experts were asked (1) What aspects of child care are most likely to ensure high quality? (2) What are the current barriers to achieving quality in child care? and (3) What corporate or labor initiative would make the greatest difference in improving the quality of child care services? Recommendations generated from the inquiry form the basis of this report. Contents additionally provide highlights from research on working parents and companies with child care programs, assumptions and facts about child care, and recommendations to improve the quality of child care. Concluding material lists four ways the business community can improve the quality of child care and describe business initiatives in child care services. Such initiatives include resource and referral at the IBM Corporation, efforts of the American Express Company and Bank American Foundation to expand the supply of community family day care. American Savings and Loan Association's establishment of a near-site child care center, and Baxter Travenol Laboratories, inc.'s voucher program. A glossary of terms, lists of study participants and organizations mentioned in the report, and a four-page bibliography are included. (RH)

PS 016 426 ED 280 589

ED 250 3005
Sever, Liou
Curriculum Guide for the Child Development Associate National Credestialing Program, CDA Assessment System and Competency Standards for Fundly Day Care Providers. Competency Goal 107. Bondandonalism.

Passily Day Care Providers. Competency Goal
VI: Professionalism.
South Seattle Community Coll., Washington.
Spons Agency—Washington State Board for Community Coll. Education, Olympia.
Pub Date—86
Note—68p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MFBI/PCB3 Pius Postage.
Descriptors—"Child Caregivers. Competency
Based Teacher Education, Curriculum Guides,
Early Childhood Education, Educational Assessment, \*Family Day Care, Postsecondary Education, \*Professional Development, Standards,
"Training Identifiers—"CDA Competency VI, CDA Creden-

lentifiers—\*CDA Contial, Child Developme \*CDA Competency VI, CDA Crede Development Associate, \*Profession

tial, Child Development Associate, \*Professionalism

This curriculum module is designed to provide
background information and a suggested format for
instructors training Child Development Associate
(CDA) family day care providers working on the
competency goal of professionalism. The module is
made up of two parts. Part 1 provides the trainer
with a report of current research on professionalism.
Information pertaining to all professions is included,
as well as specific information relating professionalism
lam to the field of early childhood education. Part
2 provides the trainer with a suggested format for
outlines of curriculum units covering attitudes, program philosophy, gaining knowledge, and networking. Each curriculum units covering attitudes, program philosophy, gaining knowledge, and networking. Each curriculum units covering attitudes, program philosophy, gaining knowledge, and is for CDA
ample caregiver behaviors, a content outline, suggestions about teaching methods, and a list of resource materials. Appendices provide information
on the CDA competency goal of professionalism, an
article discussing the professionalization of early
childhood educators, a teacher evaluation form,
suggestions for self-care for child caregivers, a list of
developmental stages of children up to 5 years of
age, sources of additional information, and tips for
finding and filing information in an accessible way.

(RH)

ED 280 590 PS 016 427 Kovacz, Sharon Albright, Lorettu Early Childhood Vocational Education Music Curriculum for Infants and Todd riculum Development and Revision. F

Early Childhood Vocational Education Art and Music Carriculum Development and Revision. Plaal Report.

North Seattle Community Coll., Wash. Spons Agency—Washington State Board for Community Coll. Education, Olympia.

Pub Date—15 Dec 86

Note—85p.

Available from—North Seattle Community College, Child and Family Education Division, 9600

College Way North, Seattle, WA 98103 (35.00).

Pub Type—Guides - Classroom - Teacher (052)

EDBS Price - MPBI-PCM Plus Postage.

Bescriptors—Art Activities, Competence, "Curriculum Development, Developmental Stages, Educational Objectives, Individual Development, "Infants, Learning Activities, "Learning Experience, Learning Modules, "Music Activities, Resource Masterials, Skill Development, Teacher Characteristics, Teaching Methods, "Toddlers A curriculum was developed for the purpose of training child care teachers to provide high quality music and art experiences for infants and toddlers, introductory material provides a brief overview of the curriculum development project, giving specific attention to the completion of grant objectives, advisory committee involvement, dissemination plans, integration of the training module into the State of Washington's plan for vocational and consumer homemaking education, and the evaluation of the training module into the State of Washington's plan for vocational and consumer homemaking education, and the evaluation of the curriculum materials. Substantive content first focuses on competencies needed by teachers of young children, and the developmental sequence of infants' and toddlers' skill acquisition. Teacher competencies discussed include the ability to observe developmental levels of play, to analyze statements made in interaction with children, to present an activity, and to plan for art and music expriences which of the subsequent content concerns (1) objectives and teacher competencies for art and music expriences with infants and toddlers, including presentation strategies for learning experiences, and (2) art and music expriences

PS 016 431 ED 280 591

Schools Look Like? Pub Date—86 Note——87

Note-8p.

Note—8p.

Pub Type— Opinion Papers (120)

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Classroom Environment, "Educational Equipment, "Educational Facilities, Elementary Education, "Elementary Schools Identifiers—Elementary Schools Recognition Program, "Exemplary Schools Briefly described are classrooms in eight unusually successful elementary schools differing in size, grade levels, racial mix, community size and location, and percentage of low income parents. Most were well equipped, had computers and typewriters, and displayed students' work. (RH)

ED 280 592 PS 016 432
The Children's Services Delivery System in California: Preliminary Report-Phase I.
Commission on California State Government Organization and Economy, Sacramento.
Pub Date—Mar 87
Contract—GOE-6001
Note—1364

Contract—GOE-6001
Note—136p.
Pub Type— Reports - Research (143) — Reference
Materials - Directories/Catalogs (132)
EDRS Price - MP01/PO6 Plus Postage.
Descriptors—Background, Catalogs, Child Abuse,
\*Child Neglect, \*Child Welfare, \*Delivery Systems, Homeless People, \*Needs Assessment, Profiles, Program Improvement, Runaways, Social
Problems, State Programs, \*Welfare Services
Identifiers—"California
Concerned because California now annually administers an estimated \$5.9 billion in funding for
children's services programs, the Little Hoover
Commission initiated a study on the state's provi-

sion for children's services. This report, on Phase I of the study, identifies the extent of the problem in 23 findings and provides a plan of action in 15 recommendations for the development of viable solutions. Particular attention is given to neglected and abused children, runaway/homeless youth, and the need for child care services in California. Findings assert that (1) California's system for delivering children's services results in service level inequities, disproportionate costs of services, wasted resources, and gaps in service delivery; (3) a great number of children desperately needing help are not being served; (4) several types of children's problems are occurring with an ever-greater frequency; and (5) the need for children's services and the demands of providers have dramatically increased due to recent economic and social changes. Appendices provide a list of advisory committee members, a list of state-funded programs providing children's services, and a catalog of state programs serving abused/neglected children, runaway/homeless youth, and children in need of child care services. (RH)

ED 280 593 PS 016 435 Health of Children in Day Care: Public Health Profiles.

ofiles. sas State Dept. of Health and Environment, To-

Kansas State Dept. of Health and Environments, au-peka. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Health Resources and Ser-vices Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Ser-

vices.

Report No.—MCJ-203791-01-0

Pub Date—Dec 86

Note—122p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF0L/PC05 Plas Postage.

Descriptors—Certification, "Community Programs, "Day Care, Early Childhood Education, Profiles, \*Public Health, Safety, \*State Programs, Training.

grams, "Day Care, Early Childhood Education, Profiles, Public Health, Safety, "State Programs, Training Identifiers—Arizona, California (Marin County), Connecticut, Kansas, Kansas (Lawrence), Maryland, Maryland (Baltimore), Massachusetts, Minmesota (Minneapolis), Mississippi, New Hampshire, Texas (Dallas) Profiles are provided for innovative public health activities that focus on the health of children in day care. All are considered to be models worthy of replication. Profiles depict (1) child care in Arizona; (2) child day care licensing in Connecticut; (3) safeguarding children in day care in Kansas; (4) paired state and local inspection in Maryland; (5) the Massachusetts Preschool Health Program; (6) developing and implementing licensing regulations for Mississippi; (7) centralized licensing in public health services in New Hampshire; (8) training of day care center personnel to perform health acreenings in Baltimore; (9) building partnerships between health care providers and other professionals in Dalas; (10) an integrative approach to child care licensing by a city-county health department in Lawrence, Kansas; (11) child care and public health marin County, Californis; (12) meeting the health needs of children attending day care in Minneapolis; and (13) communicable disease management and first aid/accident prevention training for day care sites in Seattle. Comments are provided on the profiles, as well as suggestions for future activities, annotated citations of supplementary material submitted by profile authors, summaries of 23 states' responses to questions about current public health activities, and min-profiles of the health activities of 18 states. (RH)

PS 016 436 ED 280 594

Lindblom, Paul The Swedish Family: Problems, Programs and Prospects. Swedish Inst., Stockholm.

Pub Date-Aug 86

Pub Date—Aug 86
Note—11p.
Journal Cit—Current Sweden; n347 Aug 86
Journal Cit—Current Sweden; n347 Aug 86
Pub Type— Opinion Papers (120) — Collected
Works - Serials (022)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Birth Rate, "Day Care, Early Childhood Education, "Employed Women, Equal Opportunities (Jobs), "Family Life, Financial Policy,
Foreign Countries, Opinions, "Political Issues,
"Social Change, Taxes

Identifiers-\*Family Policy, Political Parties, \*Swe-

den

To clarify issues in the controversy in Sweden
concerning the means and ends of family policy, this
article analyzes the economic plight of Swedish
families with children, elucidates the views of parents and politicians, discusses the changing role and
status of women, and considers prospects for the
future. Also discussed are work equality and sexdiscrimination, the low birth rate, government obligation, child care services, tax effects, general versus selective assistance, and the division of
governmental responsibility. Concluding remarks
focus on an overall view of ends and means, freedom
of choice, and inefficiency in the redistribution of
wealth through taxes and benefits. (RH)

ED 280 595

Ratz, Lilian G. And Others
A Place Called Kinderpartea.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0023
Note—157p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 201, 56.95).
Pub Type—Reference Materials - Bibliographies (131) — Information Analysis Products (071) — Reports - Evaluative (142)

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142) — Reports - Repor

ED 280 596

Barnes, Carla L.

Fitzgerold, Hiram E.

The Cognitive Demands of Fathers' and Mothers'
Questions to Their Preachcolers.

Pub Date—Sep 86

Note—9p.; Paper presented at the Biennial International Conference on Infant Mental Health (2nd, Chicago, II., September 18-21, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Pub Type—Reports - Research (143) — Speecness-Meeting Papers (150)

EDRS Price - MF0L/PCDI Plus Postage.
Descriptors—Family Environment, "Fathers, "Mothers, "Parent Child Relationship, Parent Influence, "Preschool Children, Preschool Education, "Sex Differences, "Verbal Communication Identifiers—Dyadic Interaction Analysis

A study was made to determine whether fathers and mothers provide different types of linguistic and cognitive experiences for their preschool children. Sixteen preschoolers, divided into two groups by age and sex, participated in the study with their parents. During home visits each child was observed interacting with each parent individually. Each dyad was audiotaped and videotaped while playing with play-doh or looking at a picture book for up to 30 minutes. Parental questions were coded for level of distancing strategies. A parental warmth measure sassessed parental actions that expressed enthusiasm, playfulness, enjoyment of the child, enjoyment of doing something with the child, compassion, or understanding. A parental sensitivity measure globally rated parents' sensitivity to their child's cognitive level, emotional state, and physical state. Results indicated that task situation and sex of the child influenced parental speech and interaction with their preschool children. Fathers and mothers were comparable in their cognitive demands. The task in which the dyad engaged was important in the use of distancing strategies. Sex of child contributed to differential treatment. Although all parents exhibited warmth and sensitivity, parents of daughters exhibited more warmth and greater sensitivity than did parents of sons. (RH)

ED 280 597 PS 016 439 Murdzeva-Skaric, Oly Parental Roles Chan Pub Date—Jul 86

Parental Robes Camps.
Pub Date—Jul 86
Note—12p; Paper presented at the Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, "Fathers, Foreign Countries, Interpersonal Relationship, "Mothers, Parent Influence, "Parent Role, Personality, "Social Change
Identifiers—"Reciprocity, "Yugoslavia Discussed are theoretical and empirical points regarding parental roles in Yugoslavia, with a view toward practical implications for all society. Content focuses on (1) the importance of the change of maternal and paternal roles from the complementary, traditional type of relationship to a reciprocity of parental activities in childrearing; and (2) how the traditional type of relationship to a reciprocity of parental activities in childrearing; and (2) how the traditional type of motherhood and fatherhood affects the development of personality and interpersonal relationships. Particular attention is given to explaining the domination of women by men in traditional society. In view of the discussion it is recommended that the education of children should be equally distributed between fathers and mothers in the family and between men and women in the wider social community, that all organized social forces involved in youth education should systematically work to develop strategies and methods for moving beyond traditional parental roles, and that in all social contracts, self-management agreements, resolutions, and other documents, emphasis should be given to the measures needed to enable both parents to take equal care of their young children.

(RH)

RED 280 598 PS 016 440

Neihardt, Joanne E.

The Relationship between Prenstal Parental
Stress and Pregnancy Outcome.

Pub Date—84

Note—74p.; Master's Research Practicum, Wayne
State University. Appended questionnaires contain small, blurred print.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Congenital Impairments, \*Emotional Experience, \*Mothers, Nursing, Physiology, \*Prenstal Influences, Social Support Groups, Stress Management, \*Stress Variables

Identifiers—Normal Children

Variables
Variab

status, economic status, and the age of their infants, which was less than 6 months. Commonly experienced family stressors were assessed for both groups. Significantly higher levels of family stress were found in the individual and combined parental atress scores of the parents who had delivered infants with birth defects. Parents of normally developing infants were asked to identify use of stress management techniques. Those who experienced stress identified positive stress management techniques, and indicated that support systems, particularly family members, were most useful. Implications of the findings for nursing practice are discussed. The survey instruments and a 33-item reference list are appended. (Author/RH)

PS 016 441

ED 280 599 PS 016 441

Balancing Priorities for Children.

Pub Date—7 Mar 87

Note—22p.; Keynote address presented at the Oregon Joint Conference on Early Childhood Education (March 7, 1987).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Postage.

Descriptors—Beliefs, Cognitive Style, Early Childhood Education, "Educational Practices, Elementary School Curriculum, Learning Experience, Literacy Education, Mass Media Effects, "Parents, Preschool Teachers, Readiness, School Entrance Age, Teacher Salaries, Teaching Methods, Television Viewing, "Values, "Young Children"

Entrance Age, Teacher Salaries, Teaching Methods, Television Viewing, "Values, "Young Children Identifiers—Learning Environment Discussion focuses on teachers' beliefs and values as they relate to working with young children. Specific attention is given to (1) whether the reported blurring of the boundaries between child-life and adult-life has affected the education of young children; (2) parental pressure to provide very young children with persistently optimal experiences; (3) changing children to the curriculum, rather than changing programs to meet the needs of children; (4) stress-related symptoms seen in young children; (5) the importance of investigating how children learn, as opposed to what they learn; (6) the effect of different approaches to the kindergarten curriculum on children's retention of gains; (7) the uses of play and unstructured materials for the development of young children; (8) learning to read and write; (9) differences in the ways two teachers implemented their values and beliefs in different contexts of administrative priorities; (10) support for the personal development of teachers as professionals; and (11) the problem of very low salaries in the field of early childhood education. (RH)

ED 280 600

Carugati. Felice F.

Parental Identity and Social Representations of
Intelligence and Development.

Pub Date—Sep 86

Note—10p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Psychology Section (Exeter, England, United Kingdom, September 19-22, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP91/PC01 Plus Postage.

Descriptors—Beliefs, College Students, \*Intelligence, \*Parent Attitudes, \*Teacher Attitudes
Identifiers—Representational Thinking, \*Social Representations

Attitudes, Tiescher Attitudes Identifiers—Representational Thinking, \*Social Representations
A study was made of social representations concerning intelligence and its development among groups of parents, parent-teachers, and universitudents. One of the main functions of social representations is to enable individuals to master and familiarize the unknown and inexplicable and stabilize social identity. What is inexplicable and stabilize social identity. What is inexplicable and stabilizence and its development resides in the direct and everyday experience of interindividual differences. Research indicates that representations of intelligence are rich in content. While it is true that the logical mathematical model of intelligence is valued, intelligence is also considered as the interiorization of social ability; as personally traits linked with discipline, rigour, personal commitment, and perseverance. How these themes are evident in different adult groups in relation to their level of direct experience with children is described in comparisons of parents and non-parents, parents with one and parents with two children, fathers and mothers, house-

wives and working mothers, and teachers with and without children of their own. Among the findings, parents, much more than non-parents, refuse any idea of the development of intelligence and prefer to think of it in terms of biological heredity. Parents with two children differ from non-parents in view-ing intelligence as a gift which does not develop and is revealed through biological maturation, admitting no influence of environmental factors and, more particularly, no influence of family characteristics. (RH)

ED 280 601

PS 016 443

Huttunen, Eeva
Family and Day Care in Co-Operation as Support
to Child Development,
Pub Date—Jul 86

Faultunen, Eva Family and Day Care in Co-Operation as Support to Calid Development.

Pub Date—Jul 86

Note—Sp.: Paper presented at the Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—"Cooperation, "Day Care, Early Childhood Education, Foreign Countries, "Individual Development, Parent Participation, Program Evaluation, "Young Children Identifiers—"Finland

The effects of cooperation between day care personnel and parents were assessed in two stages. First, action research in three experimental day care centers and two control groups created and evaluated a cooperative program. Second, the results of the research were implemented as an intervention program supporting home education in family day care and open c vy care settings. The intervention program supporting home education in family day care staff at the beginning of the child's day care experience; (2) a pleasant start in day care; (3) parents' discussion groups; (4) confidential discussions with parents; (5) visits to the child's home; and (6) parents' participation in the activities of a working day in a day care contern. Data concerning the success of cooperation were gathered from children, parents, and day care staff through interviews, evaluation, projective testing, and observation. Results are discussed in terms of the benefits of cooperation, effects on education, and effects on child development. Practical conclusions and recommendations for implementing home/day care center cooperation programs are offered. (RH)

ED 280 602

ED 280 602

PS 016 444

PS 016 44

PS 016 44

The Roots and Consequences of Early Mother-Child Relationship: A Multilevel Model of Evaluation. Evaluation. Pub Date—Aug 86

Note—31p; Paper presented at the Meeting of the World Association for Infant Psychiatry and Al-lied Disciplines (Stockholm, Sweden, August 3-7, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDBS Price - MP6I/PC02 Plus Postage.
Descriptors—Early Experience, Family Relationahip, Foreign Countries, "Individual Development, Longitudinal Studies, "Mothers, Parent
Child Relationship, Personality, "Predictor Variables, Research Methodology, "Young Children
Identifiers—"Finland, Multiple Measures Ap-

acutes, Research Methodology, Y-foung Children Identifiers—Finland, Multiple Measures Approach Part of an ongoing longitudinal research project, a study was made to develop a method and a multi-level model for evaluating at its earliest stages the relationship between a mother and her child. The main hypothesis of the study was that the early mother-child relatior—hip, consisting of maternal responses and a moth.r's images of her role in child rearing, is to a considerable extent based on parity, mother's personality, the state of mother's marriage, and on her experiences of parental behavior in childhood. Using a follow-up approach, the research investigated whether these factors would form a basis for predicting child development. Subjects were 309 primiparous and 182 secundiparous mothers seen 3 to 5 days after delivery. A follow-up study of the mothers and their children (born in 1971 or 1972) was carried out timmediately before the children began school in 1978 and 1979. Several psychological, and psycho-physiological tests and questionnaires were used. Step-wise regression analyses were carried out using sumscales based on factor analyses. Results supported the main hypothesis. Adequacy in mothering and intentions to show love in child rearing predicted development of goal di-

rected, sociable, adaptive behavior. Intentions to use authoritarian control predicted development of egoistic, exasperating behavior. (Author/RH)

ED 280 603

PS 016 446

Sonfield, Merry Ellen

Taking Note: The Importance of Documenting

Student Progress in a Preschool Setting.

Pub Date-5 Dec 36

Note—24p.; Some charts contain small print.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/F03 Plus Postage.

Descriptors—"Classroom Observation Techniques,

Preschool Education, "Preschool Teachers, Problem Solving, Profiles, "Record Keeping Identifiers—Professionalism

Presented are a strategy for recording observations of preschool children, documentation of the strategy in use in a nursery school, and thoughts on the importance of observing for curriculum planning, teacher-parent conferences, and professionalism. The system of documentation includes a daily attendance record, written observations on children's behavior, and a developmental chart on each child. Examples of strategy use consist of three profiles of cases in which a preschool teacher turned to her written records for help in dealing with the problems of excessive absences, a child's need for an extra year of preschool in order to develop social skills, and the inappropriate placement of a child in a developmental kindergarten on the basis of borderline performance on one task on a screening test. Numerous illustrations of actual records supplement the discussion. (RH) ment the discussion. (RH)

PS 016 447

PS 016 447

Olsson, Nils-Olof Selleblerg, Asa
Stockholm's Day-Care Centres: 1974-1984,
Stockholm Real Estate Office (Sweden).; Stockholm Social Services Administration (Sweden).
Report No.—ISBN-91-7810-195-6
Pub Date—85

Pub Date—85
Note—102p.; Photographs may not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—"Building Conversion, "Community
Programs, "Construction Programs, "Day Care
Centers, Design, Early Childhood Education,
"Educational Facilities, Foreign Countries, "Public Policy, Social History
Identifiers—"Sweden (Stockholm)
The intention of this lavishly illustrated brochure
is to show how a decade of expansion in day care
services in Stockholm was organized and to depict
the different types of centers built between 1974
and 1984 in response to a municipal directive to the different types of centers built between 19/4 and 1984 in response to a municipal directive to meet the huge need for day care services by building new centers. Introductory material provides a brief historical review of day care in Stockholm, a graphic depiction of the expansion of day care during the 1970s, an overview of how the decision is made to 1970s, an overyeas of now the decision is made to build or convert a building for use as a day care center, and a description of the floor plan for cen-ters. Subsequent material describes newly built, de-tached, standard-type centers; newly built, detached centers in special environmental condi-tions; centers adapting premises of existing states. cetached centers in special environmental condi-tions; centers adapting premises of existing struc-tures; centers in apartment buildings; and leisure-time centers for before- and after-school care of school-aged children. Additional topics briefly addressed and illustrated include efforts to save energy, multi-purpose civil defense shelters that have been incorporated in standard and special centers, details and decorations of centers, interiors of centers, the interration of centers with the activiof centers, the integration of centers, interiors of centers, the integration of centers with the natural environment, and children's games at centers. (RH)

ED 280 605
Gault, Stanley C. Brock, William E. Donahue,

Thomas R.
[Work and Family: Seeking a New Balance. Papers
Presented at the National Conference on Work
and Family (Washington, DC, March 3031,1987.)
Pub Date—Mar 87 Thomas R.

Pub Date—Mar 87
Note—24p.
Pub Type— Opinion Papers (120) — Collected
Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Business, Conflict, "Employed Parents, "Family Problems, Fringe Benefits, "Labor
Force, Social Change, "Social Responsibility,
"White Legistric Plus Proceedings of the Processing Proces \*Work Experience entifiers—\*Family Policy

Identifiers—\*Pamily Policy
Three conference papers explore issues related to

work and the American family. The first, by Stanley C. Gault, Chairman of th Board of the National Association of Manufacturers, discusses recent changes in business practices that accommodate changes in the structure of the modern American family. The second, by Secretary of Labor, William E. Brock, reviews historical change over the past 25 years in the major issues affecting labor and industrial relations, the current state of the American twork force, and trends that may be predominant in the work force of the future. The third, by the Secretary-Treasurer of the AFL-ClO, Thomas R. Donahue, outlines the American trade union movement's view of the relationships between work, the family, and the community, and suggests some economic and institutional changes needed to meet the standards set by Pope John Paul II when he spoke out for equitably incorporating women into the workplace and for a just wage as the measure of the justice of the whole economic system. (RH)

ED 280 606 PS 016 454

Almdale, Linda And Others
The Role of Child Care in Child Abuse Prevention.

California Child Development Programs Advisory

Committee, Sacramento. Pub Date 86

Committee, Sacramento.

Pub Date—86

Note—459.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF0I/PC02 Plus Postage.

Descriptors—"Child Abuse, Child Caregivers,
Child Welfare, "Day Care, Early Childhood Education, Family Programs, Olossaries, Identification, "Institutional Role, "Prevention,
Questionnaires, Skill Development, State Surveys, Welfare Services

Identifiers—"California, Reimbursement Programs
To generate information about the association between child care and child abuse prevention and identification, a statewide survey was made of a sample of program directors in child care centers, program coordinators in allernative payment programs, and directors of family child care satellite programs in California. Detailing the background, methods, and results of the survey, this report examines five separate areas important to subsidized care providers in their work with abused, at-risk, and neglected children and their families (1) the identification and reporting of child abuse; (2) the interaction between child care programs and other children's services; (3) child care and families of abused, neglected, or at-risk children; (4) child care staff and the identification of child abuse; and (5) familes with child abuse and neglect problems. Based on the survey results, several recommendations were formulated and are presented in this report. Questionnaires, survey data, notes on sample characteristics, and an information sheet on child care in California are appended, along with a glosary of related terms. (RH)

PS 016 455 ELI 200 007 PS 016 455
The Growth Chart: A Tool for Use in Infant and
Child Health Care.
World Health Organization, Geneva (Switzerland).
Report No.—ISBN-92-4-154208-X
Pub Date—86

Note—40p. Available from—WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 (no price quoted).

quotea).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Charts, "Developing Nations, For-eign Countries, Global Approach, Guidelines, "Health, "Individual Development, Infants, Mea-surement Techniques, Nutrition, Training, Young Children

Children | Child Health, Colombia, \*Growth Charts, India, Indonesis, Thailand Written to assist managers of child health programs, this publication explains the features and uses of a simple visual chart for monitoring child-

uses of a simple visual chart for monitoring child-hood growth and detecting changes in nutritional and health status. The first part of the book intro-duces the basic principles and procedures for mea-suring changes in growth and knowing when these changes signal a deterioration in health. Highly practical information on the design and use of growth charts is presented. In order to ensure that growth charts are understood and properly used by community health workers, the book alerts program managers to specific problems of design presents. managers to specific problems of design, pre

tion, recording, or interpretation that should be con-sidered when developing or adapting a chart for local use. Illustrations show a prototype chart and modified versions developed to meet special needs in India, Indonesia, Colombia, Thailand, and Brazil. The book also shows how such charts can be used for the education of mothers in appropriate feeding practices and the development of a medical history. The second part of the book offers guidelines for training health workers to use the chart. Informa-tion ranges from important points to stress when tion ranges from important points to stress when teaching weighing procedures to examples of cases where growth information might be misinterpreted.

(RH)

ED 280 608 PS 016 459

Anderson, Sarah Fulion, Arlene
Children ander Stress.

Pub Date—6 Mar 87

Note—16p.; Paper presented at the Annual Meeting of the Okiahoma Home Economics Association (Chickasha, OK, March 6, 1987).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Adolescents, "Children, "Coping, Ecology, Elementary Secondary Education, "Intervention, Preschool Education, "Psychological Patterns, "Stress Variables, "Teacher Role Pointing out that stresses that children must deal with have increased in recent years while their sources of adult support have decreased, this paper defines stress, indicates sources of stress, describes coping patterns, lists signs of stress in children, and describes helping strategies through which adults, and teachers particularly, can support children experiencing stressful conditions. Three types of stress are defined: (1) tensions arising from frustration; (2) pressure to develop; and (3) the experience of trumatic events. From an ecological perspective, sources of stress in the micro-, exo, and macro-systems impinging on children are identified to provide an image of the complexity of stress. To avoid stress, children take typical evasive actions; these are listed along with ways children devise to face and handle stressful events. Thirty-one signs that children are children take typical evasive actions, these are listed along with ways children devise to face and handle stressful events. Thirty-one signs that children are experiencing high levels of stress are listed. In conclusion, teachers are advised that they can help stressed children by removing at least one stressor, by demonstrating how coping strategies can be transferred to other life situations, by teaching new coping strategies, and by teaching children to identify and face stress. (RH)

ED 280 609

Aylward, Glen P. And Others
To Correct or Not to Correct: Age Adjustment for PS 016 461

To Correct or Not to Correct: Age Adjustment for Prematurity.
Pub Date—Aug 86
Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—\*Child Development, \*Chronological Age, \*Premature Infants, \*Research Methodology

Age, "Premature Infants, "Research Methouorogy
Identifiers—"Age Adjustment, "Conceptional Age
To evaluate whether conceptional or chronologic
age should be used to determine scores in developmental follow-up studies, a study was made of 236
normal and 66 neurologically abnormal infants who
were similar with respect to conceptional age but
different with respect to degree of prematurity. Asseasments of possible differences in cognitive and
motor performance were made with the Bayley
Scales of Infant Development and a neurological
examination, which were administered to all babies
at 9 and 18 months conceptional age. Infants were
divided into four age groups to reflect differing degrees of prematurity; gestational age less than or
equal to 32 weeks, 33 to 34 weeks, 35 to 36 weeks,
and equal to or greater than 37 weeks. Cognitive
and motor raw scores did not differ significantly
across the prematurity groups for either neurologically normal or abnormal infants at 9 and 18 months
conceptional age, despite differing terronologic cally normal or abnormal infants at 9 and 18 months conceptional age, despite differing chronologic ages. Compromised developmental function was detected as indicated by differences between neurologically normal and abnormal babies, especially in the more premature groups. It is concluded that the use of conceptional age as opposed to chronologic age at 9 and 18 months adjusts for "catch-up" due to prematurity, but does not appear to "cover-up" dysfunction. (Author/RH)

ED 280 610 PS 016 463

Hudon, Vivian D.
Child Growth and Development In-Service Training for Teaching Staff at a Child-Parent Center

Pub Date—86
Note—75p.; Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC03 Plas Postage.
Descriptors—Child Development, \*Disadvantaged
Youth, Early Childhood Education, Faculty Development, Individual Development, \*Inservice
Teacher Education, \*Kindergarten, Knowledge
Level, Preschool Education, \*Treschool Teachers, \*Teacher Aides, \*Teacher Improvement,
Training.

Training
Training Trains practicum addressed the expressed need to improve the knowledge and expertise of the teaching staff employed at a child-parent center, which served 170 preschool and kindergarten children attending classes in an elementary school in an economically depressed community. Specifically, the in-service intervention aimed to immprove staff competence by providing exposure, stimulation, knowledge, and training relative to learning theories, developmental stages, needs, curriculum, and strategies for 3- and 4-year-olds. Descriptive material in Chapter I establishes the situation and context of the intervention. Chapter II describes, rial in Chapter I establishes the situation and context of the intervention. Chapter II describes, documents, and analyzes the problem and presents a review of the related literature. Chapter III describes anticipated outcomes and evaluation instruments used to assess effectiveness. Chapter IV presents, among alternatives, the intervention strategy selected, while Chapter V presents results, conclusions, and recommendations. Of the teaching staff who participated in the training sessions, 100 percent attended all sessions, 83 percent increased their knowledge of child growth and development, and 100 percent recommended that the in-service training sessions continue on an ongoing basis. (RH)

Hallinan, Maureen T. Smith, Stevens S.

Hallinan, Maureen T. Smith, Stevens S.
Classroom Characteristics and Student Friendship
Cliques.
Spons Agency—National Inst. of Child Health and
Human Development (NIH), Bethesda, Md.
Pub Date—Apr 87
Grant—NICHHD-2-RO1-HD-20020
Note—46p; Paper presented at the Annual Meeiing of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research [143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descripturs—Academic Achievement, \*Classroom
Environment, Elementary Education, \*Elementary School Students, \*Friendship, Incidence, Interpersonal Relationship, Longitudinal Studies,
\*Peer Relationship, Racial Differences, \*School
Organization, Sex Differences
Identifiers—"Friendship Cliques
This paper examines the effects of classroom characteristics on the friendship cliques of preadolescent
students. It is argued that structural and organizational features of a classroom constrain the interaction patterns of students in such a way as to affect
the probability of dyadic friendship relationships
and the network of social ties that evolve within a
classroom. It is further argued that the organization
of instruction and the classroom climate affect
clique properties. Hypotheses about the determinants of clique size, number of cliques, clique stability and the achievement, sex, and racial composition
of cliques were tested on a large, longitudinal
sta-set containing information on fourth through
seventh grade students. Results show that the formation of student friendship cliques was more
cliques inked to classroom characteristics and to
pedagogical practices than had previously been recorganized. The processes governing the establishment
of cliques inked to classroom characteristics and to
pedagogical practices than had previously been recorganized. The processes governing the establishment
of cliques changed over the school year as different
features of the classroom experience became more
salient to students. (Author/RH)

ED 280 612 PS 016 465

A Five-Year Study of Chapter 1 Student Records in Selected Pennsylvania School Districts, Final

Report.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—87

Contract 400-86-0028

Contract—400-86-0028
Note—56p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, KS, October 29-November 1, 1986).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptors—\*Academic Achievement, \*Disadvantaged Youth, Elementary Education, Elementary School Students, Program Effectiveness, Remedial Mathematics, \*Remedial Programs, Remedial Reading, \*School Districts, State Programs

Remedial Mathematics, "Remedial Programs, Remedial Reading, "School Districts, State Programs Identifiers—"Education Consolidation Improvement Act Chapter 1, "Pennsylvania To determine the accomplishments of children after they had left the Chapter 1 program, a study was made of data from existing school records in six meansylvania school districts. The study began in March 1986 with data on 805 students who were in March 1986 with data on 805 students who were in Second grade in 1980-81. These included 490 students who were in Chapter 1 programs that year and 315 low achieving students from buildings not eligible for Chapter 1 funds. Data on achievement, attendance, retentions, and participation in other categorical programs were collected from the spring of 1980 through the spring of 1985, covering the period between the end of the students' first and sixth grades. Of six research questions, five dealt with the attainments of Chapter 1 students after they had left the program and one dealt with the patterns of categorical services students received. Results indicated that the Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 students differed from low achieving students from schools with a higher socioeconomic status and tended to have multiple problems associated with low achievement that makes raising their achievement levels difficult. It is concluded that continued supportive services of some type may be necessary to raise such students' achievement. portive services of some type may be necessary raise such students' achievement. (RH)

PS 016 467

ED 280 613

Applegate, Brooks
A Meta-Analysis of the Effects of Day Care on Development: Preliminary Findings.
Pub Date—Nov 86
Note—25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Pestags.
Descriptors—Day Care, Early Childhood Education, \*Individual Development, \*Meta Analysis, \*Outcomes of Education, Research Methodology Identifiers—Coding

"Outcomes of Education, Research Methodology Identifiers—Coding Effects of day care experiences on children's cognitive, emotional, and social/behavioral development were investigated by meta-analytic techniques. Thirteen studies meeting domain specifications were coded. Twenty variables including an effect size were coded for each study. Twenty-two levels of the dependent variable were identified, yielding 114 effect sizes from a sample population of 492 children. Results suggest that day care does not adversely affect children's behaviors or their development. The findings are consistent with previous reviews, while providing quantitative assessment of the effects of day care on children's development. The limitations and restrictions of the meta-analysis are also discussed. The meta-analysis codebook and a list of articles included in the analysis are appended. (Author/RH)

ED 280 614 Ed 200 014

Hegland, Susan And Others

Early Intervention: Comparative Impact of Programs on Maternal and Child Competence.

Home Economics Research Institute Journal Paper No. 406.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Pub Date—[Apr 87]

Pub Date—[Apr 87]
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF0L/PC02 Plus Pestage.
Descriptors—\*Cognitive Development, Comparative Analysis, \*Mothers, Parent Child Relationship, \*Parent Participation, Rural Areas, \*Stimulation, Teacher Attitudes, Teacher Education, \*Young Children Identifiers—Center Based Programs, \*Early Intervention Programs, Home Based Programs, lowa, \*Project Head Start

To identify the characteristics of early interven-ion programs most predictive of growth in partici-ants' competencies, a comparison was made of the ffects of three different lows Head Start programs panta' competencies, a comparison was made of the effects of three different low Head Start programs on teachers, mothers, and children. Three agencies with home-based, three with center-based, and three with combination programs from rural areas and small communities participated in the study. Measures of cognitive development of the children, home stimulation provided by the mothers, teacher attitudes toward Head Start parents, and demographic measures were obtained near the beginning and end of a program year for 70 families. In contast to mothers in home-based and center-based programs, mothers in combination programs ecreased the stimulation of their children over the program year. Mothers in home-based programs reported more involvement in Head Start program civities than did mothers in other programs. Teachers with more the stimulation and center-based programs reported receiving less training for home visiting than did teachers in home-based programs. Teachers with more experience in Head Start and teachers with more the program reported receiving less training for home visiting than did teachers in home-based programs. Teachers with more experience in Head Start and teachers with more the programs reported receiving less training for home visiting than did teachers with more the programs and teachers with more experience. Implications for teacher training and evaluation in combination, home-based, and center-based early intervention programs are discussed. (Author/RH)

ED 280 615 PS 016 474

McDevitt, Teresa M. Carroll, Marcalee Are You Trying to Trick Me? Some So ences on Children's Responses to Pr Mennages. Some Social Influses to Problematic

eaces on Children's Responses to Problematic Messages.
Pub Date—Apr 87
Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—"Age. "Comprehension, Critical Thinking, "Deception, "Elementary School Students, Evaluation, Grade 3, Primary Education, "Social Cognition

\*Social Cognition
Identifiers—\*Comprehension Monitoring, \*Inten-

stion
Speakers' ages and intentions were examined as influences on children's evaluations of orally presented messages. A total of 112 third-grade children listened to one of four speakers, two women and two y-year-old girls, presenting the same essays on videotape. Half of the children assigned to each of the four speakers were told that the speaker was trying to inform them about some topics; the other half were told that the speaker was trying to trick them. Children were asked for their evaluative responses to the essays, some of which contained internally inconsistent statements. Analyses indicated that children reported more inconsistencies with speakinconsistent statements. Analyses mucasue this children reported more inconsistencies with speakers described as deceptive than with speakers described as housest. Children reported more inconsistencies with adult speakers than with child speakers, although this difference was not statistically aignificant. Children's critical comments about cany againstant. Custren's critical comments about the essays and speakers' presentations were also ex-amined. The implications of social processes for children's comprehension monitoring are discussed. (Author/RH)

ED 280 616 PS 016 478

ED 280 0.18
Bellows, R. P.
What Makes a Team? The Composition of Small
Groups for C.A.I.
Pub Date—Apr 87
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Macting Papers (150)

ciation (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, \*Computer
Assisted Instruction, \*Computer Uses in Education, \*Elementary School Students, Grade 2, Interpersonal Relationship, \*Map Skills, \*Peer
Relationship, Primary Education, Small Group
Instruction, \*Social Sciences
This study examined the task performance and
social interaction of young children who used a
computer to learn map skills. Specifically, ability
and sex were examined in relation to students interaction in small groups. Subjects were
66 second grade students in 3 different classrooms.

A total of 28 boys and 27 girls were assigned to dyadic or triadic treatment conditions. Results indicated that students in mixed-ability triads had significantly greater gains in achievement han students in uniform-ability groups, that boys and girls did equally well on the task, high-ability students were dominant in group interaction, and subjects most frequently gave and received terminal responses and rarely gave explanations. It is concluded that ability has a bearing on student interaction and achievement in small group computer learning situations. (RH)

ED 280 617 PS 016 481

ED 280 617

PS 016 481

Luster, Tom Rhoodes, Kelly

The Relation between Parental Values and Parenting Behavior. A Test of the Kohn Hypothesis.

Pub Date—Apr 87

Note—34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 24, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MPGL/PC02 Plus Postage.

Descriptors—Beliefs, "Child Rearing, Hypothesis Testing," Infants, "Mothers, Parent Child Relationship, "Parents, Social Attitudes, Social Differences, Socialization, Values

To investigate how values influence parenting beliefs and practices, a test was made of Kohn's hypothesis that parents valuing self-direction emphasize the supportive function of parenting, while parents valuing conformity emphasize control unaanctioned behaviors. Participating in the study were 65 mother-infant dyads. Infants ranged in age from 9 to 23 months, with a mean age of 15 months. Mothers ranged in age from 18 to 39 years, with a mean age of 26 years. Families were heterogeneous with regard to social class, as measured by maternal education, family income, and occupational prestige of mothers and of fathers. Behavioral indicators of parental support used in the study were the total score for the Home Observation for Measurement of the Environment (HOME), a global rating scale on maternal warmth, and a scale rating the extent to which mothers read to their children. Behavioral indicators of constraint were subscale 2 of the HOME, a self-report measure of the number the extent to which mothers read to their children.

Behavioral indicators of constraint were subscale 2 of the HOME, a self-report measure of the number of times the mother spanked her child in the week prior to the interview, and a count of the number of times the mother restricted the child's actions or movements during the first hour of the home inter-view. Results were consistent with Kohn's hypothe-

PS 016 482 Wyatt, Denise M. Fulton, Arlene Effect of Cognitive Tempo on Preschool Children's Use of the Computer. Pub Date—26 Mar 87

Pub Date—26 Mar 87
Note—18p.; Paper presented at the Annual Conference of the Southern Association for Children Under Six (6th, Memphis, TN, March 26, 1987). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—Check Lists, "Error Patterns, "Microcomputers, "Preschool Children, Preschool Education, "Psychological Characteristics, Research Methodology Identifiers—"Cognitive Tempo, "Computerized Techniques

Identifiers—"Cognitive Tempo, "Computerized Techniques
Computer usage by preschool children differing in cognitive tempo was explored. Cognitive tempo refers to a child's tendency to respond slowly or rapidly in a problem-solving situation which has high uncertainty. The Kanssa Reflection-Impulsivity Scale for Preschoolers (KRISP) was administered to 13 children enrolled in a prekindergarten class at a day care center. Of the sample, three children were identified as reflective (responding slowly) and three as impulsive (responding rapidly). Data were collected via a computerized observational checklist developed by the researcher. It was found that children classified as impulsive made more errors when using the computer than did children classified as impulsive made more errors when using the computer than did children classified as impulsive made more errors when using the computer than did children classified as reflective. When subjects were rank-ordered according to error scores received on the KRISP and reflective. When subjects were rank-ordered ac-cording to error scores received on the KRISP and the computerized checklist, order was preserved ex-cept for two subjects. Little difference was observed in the frequency and length of computer sessions by impulsives and reflectives when compared as groups; however, much variation between individ-ual subjects was evident. Use of the computer as an observational tool was found to have several advan-tages, including reduced observer bias and greater accuracy in recording observations. (Author/RH)

PS 016 489

Bell, Beverly W.
Preschoolers' Attitudes toward Their Respective
Early Childhood Programs.
Pub Date—[86]

Note-13p.

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF91/PCM Plus Postage.

Descriptors—"Childhood Attitudes, "Church Programs, Comparative Analysis, "Educational Experience, "Montessori Method, "Preschool Children, Preschool Education Identifiers—"Montessori Schools, "Project Head

The purpose of this study was to compare the titudes of preschool children toward their pro-The purpose of this study was to compare the attitudes of preschool children toward their program experiences and school adjustment, in order to ascertain whether differences existed among program type, age, and gender variables. A total of 90 preschool boys and girls 3 to 5 years of age from a church-related program, a Montessori program, and a Head Start program participated in the study. Children were surveyed using a self-report instrument, and teachers rated the children's adjustment to school environments. Results indicated that the attitudes toward program experiences of those children in the church-related program were different from those of children in the Montessori and Head Start programs. Results suggest that, in view of the increased emphasis on early childhood programs and the establishment of numerous preschool programs, such programs for young children should be evaluated from many points of view, including that of the preschool child. (Author/RH)

PS 016 492 Kunkel, Dale Children and Host-Selling Television Commer-

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Pub Date—Apr 87 Grant—NICHHD-5-T-32-HD-07173

ote—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

ment (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Age Differences, \*Children, Childrens Television, \*Comprehension, Federal Government, Government Role, \*Policy Formation, \*Television Commercials, Television Research Identifiers—Federal Communications Commission, \*Host Selling Television Commercials, Regulatory Agencies

Identifiers—Federal Communications Commission,
"Host Selling Television Commercials, Regulatory Agencies
This study explores children's understanding of
television commercials that feature the same primary characters as those in the adjacent program
content, a commercial technique known as
"host-selling." Responses of children 4 to 5 and 7 to
8 years of age to identical commercials presented in
both a host-selling and normal viewing (nonhost-selling) context are examined. Three dimensions of the processing of television advertising are
assessed: ability to discriminate commercial from
program content; ability to attribute persuasive intent to a commercial; and attitudinal responses to
commercial appeals. Results indicated that (1) both
age groups were significantly less likely to discriminate commercial from program content when the
host-selling format was viewed, and (2) older children were more favorably influenced by commercial
content when it was seen in a flost-selling presentation than in a normal viewing situation. The relevance of this research for existing Federal
Communications Commission regulatory policy regarding children's television advertising is discussed. (Author/RH)

FD 280 621

ED 280 621 PS 016 500 Lety, Gary D. Carter, D. Bruce Gender Schema, Gender Constancy, and Sex-St reotype Knowledge: The Roles of Cognitive Fa tors in Sex-Stereotype Attributions.

Pub Date—Apr 87
Note—27p.; M.A. Thesis, Syracuse University. Paper presented at the Biennial Meeting of the Society for Research in Child Development

cty for Research in Child Development (Baltimore, MD, April 23-26, 1987). Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beliefs, \*Cognitive Development, Day Care, \*Developmental Stages, Barly Child-hood Education, Hypothesis Testing, Nursery Schools, Sex Role, \*Sex Stereotypes, \*Young Children lengife-

Schools, Sex Role, "Sex Stereotypes, "Young Children Identifiers—"Gender Constancy, Gender Schema Theory, "Knowledge The present study investigated relationships between cognitive components of children's sex-role development and the bases of their attributions of sex-stereotypes to a particular gender. Specifically, it was predicted that the number of sex-stereotypes children correctly attributed would be significantly related to gender differences between the figures used in the task and not to the size of the stimulus figure, children's level of gender constancy, or their sex. Further, it was predicted that highly gender schematic children would be more accurate in attributing sex-typed activities to males and females than would less gender schematic children. 27 to 63 months of age completed interviews assessing (1) knowledge of sex-role stereotypes, beliefs in stereotype flexibility, and understanding of gender constancy, and (2) toy preferences and their degree of gender schematization, and use of physical size as a basis for attribution, and use of physical size as a basis for attribution, and use of physical size as a basis for attribution, and use of physical size as a basis for attributions of sex-stereotypes to both males and females. In contrast, stage of gender constancy was not predictive of any of the major dependent variables. It is concluded that the findings offer further evidence of the importance of gender schematic active contractive of any of the major dependent variables. It is concluded that the findings offer further evidence of the importance of gender schematic active contractive of any of the major dependent variables. It is concluded that the findings offer further evidence of the importance of gender schematic active contractive of any of the major dependent variables. It is concluded that the findings offer further evidence of the importance of gender schematic active contractive of any of the major dependent variables.

PS 016 501

mata in early sex-role development. (Author/RH)
ED 280 622

Corison. Charles R. And Others

PS 016 501

Corison. Charles R. And Others

Lising Propositional Sets to Enhance the Induction
of Children's Emotions.

Pub Date—Apr 87

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PCII Plus Postage.

Descriptors—\*Cognitive Ability, \*Emotional Experience, \*Heart Rate, \*Preschool Children, Preschool Education, Pupperty, \*Social Behavior

Identifiers—"Generosity, \*Happiness

The present study explored the development of intense positive emotion induction procedures through the use of propositional stats. Lang's bio-informational model of mental imagery suggested that by combining stimulus propositions with response proposition in the induction procedure children would experience more powerful emotions than under conditions where only stimulus propositions were employed. A total of 24 children, equally divided by sex, were randomly assigned to one of three experimental conditions: happy stimulus proposition induction (HSR), and a neutral stimulus induction (N). The major study finding was that the use of stimulus and response propositions within emotion inductions influences children's subsequent behavior. Children in the HSR condition were more generous than were children in the other two conditions and showed increases in heart rate. Skin temperature increases and observer ratings of emotion were also in the predicted direction but did not reach acceptable levels of significance. Results are discussed in terms of the cognitive processing variables contributing to the formation and maintenance of emotional states in young children. (Author/RH)

# RC

E.D 280 6.23

Computer Link Offering Variable Educational Records (Project CLOVER). A National Diffusion Network Developer/Demonstrator Project.

Arkansas State Dept. of Education, Little Rock.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network. RC 015 199

nonal Diffusion Network.
Pub Date—84
Note—25p.; Some pages may not reproduce well due to marginal legibility.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Computer Networks, \*\*Computer

Uses in Education, Educational Cooperation, Eligibility, Information Dissemination, Information Networks, \*Information Dissemination, Information Networks, \*Information Systems, Institutional Cooperation, Migrant Children, \*Migrant Education, Migrant Programs, Program Descriptions, \*School Role, \*Student Records Identifiers—\*Migrant Student Record Transfer System, National Diffusion Network Programs, \*Project CLOVER (Computerized Link Offering Variable Educational Records) is a demonstration project designed to increase use of the Migrant Student Record Transfer System (MSRTS). Project CLOVER (1) helps to ensure that schools strended by migrant students have the capability to receive and transmit academic and medical information on students; (2) informs schools and other educational and health organizations serving migrant students about the benefits of the MSRTS computer system; (3) trains appropriate school/agency personnel; (4) provides follow-up assistance and monitoring of areas utilizing the system; (5) conducts evaluations of system use and training; and (6) provides computer services, as negotiated. The booklet outlines responsibilities of MSRTS/CLOVER and explains eligibility for the project and responsibilities of project users. It discusses the four elements of the MSRTS process—enrollment, withdrawal, updating, and inquiry; issues of personnel selection; and training procedures. The booklet explains content and use of Migrant Student Health Records and the Migrant Student Education Records contained on MSRTS/CLOVER and presents samples from the MSRTS Academic Skills Booklets used to code student skills. The use of codes for the medical and educational records is explained. Samples of the Migrant Student Educational Record, Migrant Student Health Record and Health Data Entry Form are included. (LFL)

ED 280 624

Medved, Richard Michael

And Others

Needs Assessment and Implementation of Staff

Development Programs in Rural Schools.

Pub Date—Apr 86

Note—33p; Paper presented at the Annual Conference of the American Council on Rural Special

Education (Tucson, AZ, April 1986).

Pub Type— Reports - Evaluative (142) —

Speeches/Meeting Papers (150) — Tests/Questionnaires (160) RC 015 710

ence of the American Council on Rural Special Education (Tucson, AZ, April 1986).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MFD1/PC02 Plus Postage.
Descriptors—Career Awareness, \*Disabilities, Educational Improvement, Educational Needs, Elementary Secondary Education, Inservice Education, Interpersonal Competence, \*Mainstreaming, \*Needs Assessment, Program Development, Program Implementation, Questionnaires, Rural Education, \*Rural Schools, \*Staff Development, Teacher Administrator Relationship, \*Teacher Improvement, Time Management, Values Clarification

A needs assessment instrument was developed to aid rural (upstate New York) school officials in implementing staff development programs and determining special staff development programs and determining special staff development programs and determining special staff development programs and secondary teachers in 3 school districts over 2 counties. The survey contained demographic questions—age, teaching experience, ethnic background, sex—and specific questions in topic areas: school support for developing student understanding of values and interpersonal skills, school support for students' skills acquisition, teachers' perceptions of their ability to support student skill acquisition and to work with mainstreamed handicapped children; ability of school to prepare students for post-school life; and teachers' perceptions of district support for their professional development, Results indicated: (1) need to emphasize understanding of students' own values and to improve understanding and sensitivity toward others; (2) insufficient preparation of students to ossume jobs in urban/suburban settings and a pluralistic society; (3) student need to acquire career awareness and time management skills; (4) need for development programs that are collaborative and based on needs assessment. Tables of survey results and the needs assessment form are included. (LFL)

RC 015 862 ED 280 625

Multicultural Education in Early Childh Developmental Rationale. Pub Date—Nov 81

Multicultural Education in Early Childhood: A
Developmental Rationale.
Pub Date—Nov 81
Note—22p.; Paper presented at the National Conference on Multicultural Education (Winnipeg, Manitoba, Canada, November 1981).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MPGI-PCBI Plus Postage.
Descriptors—\*Child Development, \*Cognitive Development, Cultural Differences, Cultural Exchange, Cultural Phralism, \*Curriculum Development, Curriculum Enrichment, Early, Childhood Education, \*Educational Philosophy, Ethnicity, Foreign Countries, \*Multicultural Education, Social Integration, Teacher Education, \*Teacher Role Identifiers—\*Canada
In order to place multiculturalism at the center of early childhood curriculum and practices in Canadian schools, relevant materials must be developed and teachers must be trained to teach in a multicultural education at the early childhood level is found in principles of child development in terms of what is known about how children develop cognitively, socially, and emotionally and the implications of that development. For a child from a cultural background different from the teacher's or the majority of children, curriculum content which builds on the child's experiences will be more easily incorporated into existing cognitive structure and be more readily learned/understood. Teachers who know something about every child's background and use that knowledge to make the child feel comfortable with the material will increase a child's security, sense of belonging, and self-confidence, thereby enhancing learning and adaptation to school and Canadian culture in general. Because early experience influences later development, if young children are exposed to various ethnic groups and multicultural material in carly childhood as an integral part of ite. This will facilitate participation as adults in Canada's multicultural society. (NEC)

ED 280 626 RC 015 863

Mock. Karen R., Comp.
Multicultural Early Childhood Education Biblingraphy and Resource List.

Pub Date—31 Oct 84

Note—20p.
Pub Type— Reference Materials - Bibliographies
(131)

ETMS Price - MEDI/PCDI Plus Pusters.

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Bilingual Education, Books, Childrens Literature, Cultural Awareness, Curriculum Development, "Early Childhood Education, Educational Resources, Ethnicity, Foreign Countries, Immigrants, "Information Sources, "Instructional Materials, "Minority Groups, "Multicultural Education, Periodicals, Racial Factors, Teacher Education Curriculum

Curriculum ntifiers-\*Canada

Curriculum Identifiers—"Canada
Compiled for early childhood educators, this list of resources for multicultural education provides as total of 153 entries in the categories of readings for teachers, curriculum materials, nonprint media, children's books, resource bibliographies and catheliques, Canadian periodicals, and resource agencies. Brief annotations accompany most entries. Some references are specific to Canada, but most are of general interest. Texts and collected readings (39 entries) cover recommended background reading for educators at all levels. Articles (29 entries) cover recommended background reading for educators at all levels. Articles (29 entries) cover the commended background reading for educators at all levels. Articles (29 entries) cover the commended background reading for educators at all levels. Articles (29 entries) cover the commended background reading for educators at all levels. Articles (20 entries) coloring books, activity books, and a guide to Canadian holidays. Nonprint media (13 entries) list films and records for use with students of all ages, teachers, and parents. Children's books (25 entries) include stories from any cultures as well as immigration and newcomer experiences from a child's viewpoint. Resource bibliographies and catalogues (13 entries) provide information sources for multicultural curriculum materials, children's books, and films. The six Canadian periodicals listed deal with culture and/or young children. Sources of further information (14 entries) given names and addresses of centers, agencies, and associations offering materials pertaining to culture, immigration, multiculturalsim, ethnicity, racism, and related issues. (HZ) nes. (JHZ)

RC 016 058

ED 280 627 Wright, Bobby An Assessment of Controlled Con t of Student Outcom Community Colleges. es at Tribally

An Assessment of Student Outcomes at Tribally Controlled Community Colleges.

Pub Date—22 Nov 86

Note—19p.; Paper presented at the Annual Conference of the National Indian Education Association (18th, Reno, NV, November 21-24, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"American Indian Education, American Indians, \*College Choice, College Role, Community Colleges, "Participant Satisfaction, \*Student Characteristics, "Student Education, Objectives, Student Needs, Surveys, Tribes, Two Year Colleges, Withdrawal (Education) Identifiers—"Montans, Tribally Controlled Comm Coll Assist Act 1978, "Tribally Controlled Education)

Coll Assist Act 1978, "Tribally Controlled Education

A mailed questionnaire was used to gather information about Montana's tribally controlled colleges and to determine: (1) what influenced students to attend the tribal colleges; (2) what their educational goals were; (3) whether the colleges assisted students in meeting goals; and (4) the degree of student satisfaction with college programs and services. A random sample of 1,472 students was drawn from the 4,420 students enrolled during each fall quarter from 1981 to 1985. From this sample 289 survey forms (2076) were completed and returned. The most important factor influencing respondents' participation at tribal colleges was that they considered other colleges to be located too far from home. A majority of respondents had practical career or advanced educational goals as well as personal development goals—to learn for learning's sake and to earich their daily lives. In all cases, respondents indicated that the colleges had assisted them in meeting their goals. Overall, 94.7% were somewhat or very satisfied with their colleges. The greatest discontent—expressed by one-fourth of the respondents—was with availability of needed courses. Among students who left the tribal colleges before completing their educational goals, home responsibilities was the most frequently cited reason, followed by personal problems and insufficient money. (JHZ)

ED 280 628 RC 016 065
Schwartz, Phebe, Comp.
Innovative Rural Preservice & Inservice Training
Programs. [Proceedings of the] Annual National
Rural Teacher Education Conference (1st, Bellingham, Washington, October 9-11, 1985).
Western Washington Univ., Bellingham. National
Rural Passelogment Inst.

Rural Development Inst.

Rural Development Inst.
Pub Date—45
Pub Date—45
Pub Date—45
Pub Date—45
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MP03/PC27 Plus Postage.
Descriptors—Change Strategies, Curriculum, Delivery Systems, \*Distance Education, Educational Cooperation, \*Educational Innovation, \*Inservice Teacher Education, Models, Multicultural Education, Networks, Nontraditional Education, Program Descriptions, \*Rural Education, School Business Relationship, School Health Services, Small Schools, Special Education, \*Teacher Education, Teacher Recruitment, Telecourses Conference papers and various related materials ser collected in this volume compiled in conjunction with the National Rural Teacher Education Conference. The bulk of the document consists of papers presented on the 12 major topics of the conference: (1) accreditation and endorsement standards versus the needs of rural education; (2) innovative models for rural inservice training; (4) collaborative partnerships between educational institutions and state for rural inservice training; (4) collaborative partnerships between educational institutions and state and local agencies; (5) interdisciplinary training; (6) cross-cultural educational services; (7) non-traditional adult learner programs and activities; (6) cross-cultural educational services; (7) non-traditional adult learner programs and activities; (6) cross-cultural educations in teacher preparation and delivery methods; (9) recruitment of quality teacher education applicants; (10) rural education research; (11) innovative rural school curriculum; and (12) in and delivery methods; (9) recruitment of quality teacher education applicants; (10) rural education research; (11) innovative rural school curriculum; and (12) innovative practicum and internable strategies for quality rural preparation. In addition to papers presented, materials include the conference agenda, 9 resolutions adopted concerning rural education needs, directories of presentors and participants, 34 humorous definitions of "rural," program brochures, speaker's handouts, and text of the keynote speech by Bernard Belden. (JHZ)

Annual Demographic Data for Migrant Family
Housing Centers: 1985 Harvest Season.
alifornia State Dept. of Housing and Community
Development, Sacramento.
lub Date—86
lote—156 ED 280 629

Pub Date

Pub Date—86
Note—15p.; For the 1980 report, see ED 216 839.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PCD Plas Postage.
Descriptors—Demography, "Family Characteristics, Low Rent Housing, Migrant Children, "Migrant Housing, Migrant Forgrams, "Migrant Workers, "Migration Patterns, Residential Patterns, "Seasonal Laborers, Tables (Data)
Identifiers—"California
California largest employer of seasonal labor in

workers, "Seasonal Laborers, Tables (Data) Identifiers—"California California, largest employer of seasonal labor in the United States, employs an average of 119,600 seasonal farmworkers per year. To ease problems of housing this seasonal workforce, the State Department of Housing and Community Development's Office of Migrant Services contracts with local government agencies to provide decent/affordable housing for over 12,000 migrants in 25 centers in 14 agricultural counties. These centers are occupied during the 6-month harvest season from April through November. The 19th annual demographic data on migrant families who occupy these housing units indicates the typical 1985 migrant family consists of five persons, with two parents between 18 and 44 years old, who have completed 4 to 6 years of school. The family has two or three children and possibly another relative living with them. Two household members work in the field and two children attend day/infant care facilities or summer school. Approximately 39% of families migrate annually from as far away as Central Mexico (1,800 miles), 30% migrate from South Texas and northern Mexican states of Coshuila, Nuevo Leon, and Chinahus, and 25% come from the Yums-El Centro-Mexicali area. An estimated 47% of the 2,445 families served stayed at the 25 centers the entire 180-day occupancy period. (NEC)

ED 280 630

RC 016 093

raining Teachers in Intercultural Education? The Work of the Council for Cultural Cooperation

uncil for Cultural Cooperation, Strasbourg (France).

Pub Date—86
Note—52p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Cross Cultural Training, Cultural Awareness, Cultural Interrelationships, "Educational Strategies, Foreign Countries, Government Role, Intercultural Programs, Language Role, "Migrant Education, "Multicultural Education, "School Community Relationship, "Teacher Education

"School Community Relationship," Teaches action
Identifiers—"Council of Europe (France), Europe
Showing awareness of the problems and the definition of priorities, this booklet summarizes Council
of Europe activities and issues surrounding the intercultural training of teachers of migrant children
from 1977-1983. Chapter 1 charts milestones in the tercultural training of teachers of migrant children from 1977-1983. Chapter 1 charts milestones in the Council's activities on the integration of migrants. Chapter 2 delineates terms of reference, methodology, and strategies of the working party on the training of teachers. Chapter 3 discusses language problems, plurality of approaches, and political differences in both theory and practice of the intercultural approach. Chapter 4 outlines 13 proposals for intercultural education which involve the entire school community: teachers, teachers trainers, administrators, pupils, parents, and the community as a whole. Proposals include use of art as a medium for communication and the symbolic role of the presence of mother tongues in the school. Chapter 5 considers teacher training stemming from political commitment and covering the whole education system, using a combination of methods, involving the intercultural approach in both theory and practice, and providing conceptual and methodological tools and teaching resources. A concluding section presents recommendations to member states on the training of teachers in education for intercultural understanding in a context of migration. A list of 32 publications is appended. (NEC)

ED 280 631

RC 016 098

ce with P.L. 94-142 Mandates: Implica

tions for Teacher Training Programs.
Pub Date—Oct 86
Note—61p., Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires

(160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Compliance (Legal), "Cooperative Programs, Educational Cooperation, Educational Finance, Educational Needs, Elementary Secondary Education, Prederal Regulation, Higher Education, Parent Rights, "Preservice Teacher Education, Questionnaires, "Rural Education, Rural Schools, Shared Resources and Services, Small Schools, "Special Education, Student Rights, Teacher Certification

Identifiers—"Education for All Handicapped Children Act

dren Act

Identifiers—"Education for All Handicapped Children Act
A questionnaire was developed in order to discover the aspects of P.L. 94-142 (the Education for All Handicapped Children Act of 1975) that prove both most and least problematic for rural special education cooperatives. A cooperative was defined as any interdistrict administrative arrangement that provides specific services to member school districts. A total of 157 rural cooperatives was identified in 10 southern and midwestern states, and the director of each cooperative was included in the survey. Questionnaire items were generated from manuals used to monitor the states for compliance with the mandates of P.L. 94-142. According to survey responses, the items that proved most difficult for rural cooperatives in complying with the federal mandates were issues related to personnel knowledge regarding special education, the time-lines specified by the law, and parental attendance at meetings to discuss the individual Education Plan (IEP). The least difficult mandates related to persontal rights, assessment issues, and writing the IEP. (IEP). The least difficult mandates related to parental rights, assessment issues, and writing the IEP. These findings have policy implications for teacher training institutions, teacher certification boards, and for legislators determining funding formulas. The appendix includes the questionnaire, initial cover letter, and follow-up letters to non-respondents. (JHZ)

Strong, Kathryn Ringhand
Mountain Roads, Lonely Messas: A Career Program for Northern New Mexico.
Los Alamos National Lab., NM.
Spons Agency—Department of Energy, Washington, D.C.

ton, D.C.
Pub Date—Oct 86
Contract—W-7405-ENG-36
Note—26p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, Business
Responsibility, "Caroer Awareness, Caroer
Choice, "Community Relations, Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Institutional
Cooperation, Mathematics Education, Mexican
American Education, "Outreach Programs, Program Descriptions, "Research and Development
Centers, Rural Areas, "Rural Education, Science
Careers, "Science Education, Student Motivation
Identifiers—Los Alamos National Laboratory NM,
New Mexico New Mexico

New Mexico
Educational outreach programs of Los Alamos
National Laboratory assist rural educators in
strengthening science curricula; encourage students
to take science, math, and English courses; and create a good neighbor policy between the laboratory
and rural communities/schools in predominantly
Hispanic/American Indian northern New Mexico.
The program, initiated in 1981, boosts technical
competency of rural students to fulfill the laboratory's employment needs and helps regional economy. Laboratory scientific, technical, and support
personnel conduct six types of outreach programs.
Science Beginnings for grades 4-6 introduces science-related subjects to stimulate imagination. Programs for high school juniors/seniors include credit
courses on state-of-the-art technology, summer programs for high school juniors/seniors include credit
courses on state-of-the-art technology, summer programs during which students develop/present science projects with a laboratory mentor, and annual
open house for students to talk with scientists about

careers and research. A summer institute for sec-ondary school science teachers offers graduate credit. Careers in Science uses panel presentations in regional schools to encourage students in grades 7-10 to consider scientific/technical careers. Panels include people with ethnic beckgrounds similar to the target community, males, and females repre-senting jobs which require a variety of educational levels. Background information about the labora-tory and region, comments of panel members and teachers, and results of a program evaluation are included. (LFL)

ED 280 633 RC 016 103

McAvoy, Rogers Home-Bound Schools: An Alternative for Rural

Areas.
Pub Date—Oct 86
Note—17p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

Consortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF91/FOU Plus Pestage.
Descriptors—'Academic Achievement, Achievement Teats, Compulsory Education, Computer Uses in Education, \*Cultural Context, Curriculum Design, Elementary Secondary Education, \*Phome Schooling, \*Life Style, Microcomputers, \*Personal Autonomy, Personal Narratives, Population Growth, \*Rural Education, Rural Family, School Attendance Legislation, Small Schools, Telecommunications, Values Identifiers—'Appalachia While the legal question of what constitutes a private school-and whether home schools can continue to operate as such-remains a matter to be resolved by the courts or further legislation, a separate question remains: What should be the role and relationship of home schools to the deducational network of the future? Economically and technologically, home schools are already a viable alternative to centralized school systems in rural Appalachia. Educational policy is needed which permits home schools to realize their potential as educational settings. This paper begins with background information about West Virginia noting that the values and lifestyles of recent immigrants, combised with changes in the compulsory school attendance laws in 1983, stimulated an interest in home achooling in the rural areas of the state. The bulk of the paper relates the experience of a family who moved to a small farm in Mineral County, West Virginia, in 1976. Emphasis is on family values, especially as they relate to the choice to teach children at home. Academic achievement requirements are discussed and standardized scores are reported for the two oldest children. and standardized scores are reported for the two oldest children. The family's use of educational tele-vision and personal computer are outlined. (JHZ)

RC 016 104 ED 280 634

ED 280 634

Hedge, Russell Johnson, Willard

Serving Rural Families of Developmentally Disabled in a Cost-Effective Manner.

Pub Date—Oct 36

Note—16p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986). 1986).

Consortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF0L/POL Plus Postage.

Descriptors—\*Delivery Systems, \*Developmental Disabilities, Disadvantaged, Educational Philosophy, Family Programs, \*Home Instruction, Intervention, Models, Parent Education, \*Parent Role, Preschool Education, Program Descriptions, Program Effectiveness, Respite Care, Rural Areas, \*Rural Education, \*Special Education\*

'Area Education, \*Special Education\*

Identifiers—\*Barly Intervention Programs, Kansas (Southeast Kansas, the Infant and Early Childhood Intervention Program (IECIP) teaches parents to provide daily one-to-one therapy in gross and fine perceptual motor developments, speech and language development, social adjustment, and behavior management for developmentally delayed children from birth to six years of age. The primary purpose of the program has been to develop a model service delivery system for fostering the health and development of young delayed children and st-risk infants in disadvantaged, rural settings. The system involves professionals who improve the overall functioning of a large number of developmentally

delayed children by traveling to the parents to teach them how to train their children. Procedures have been developed to help parents of delayed infants and young children become viable, knowledgeable teachers, case managers, and advocates. Using the principles of individualized programming, the trainer and parent develop goals, techniques, and materials for the child. In addition to IECIP services, the Kanass University Affiliated Program offers respite care for developmentally disabled individuals. This rapidly growing program includes mass media recruitment of respite caregivers and intensive training. (JHZ)

meas media recruitment of respite caregivers and intensive training. (JHZ)

ED 280 635

RC 016 105

Tweto-Johnson, Linda

Certification for Teachers of the Visually Impaired:

A Rural Teacher Training Project.

Pub Date—Oct 86

Note—15p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Cartification, "College School Cooperation, Education Courses, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Program Descriptions, "Retraining, "Rural Education, Special Education, Teacher Education, Program Descriptions, "Retraining, "Rural Education, Special Education, Teacher Education, Program Descriptions, "Teacher Education, Erocher Recruitment, "Teacher Shortage, "Visual Impairments Identifiers—Oregon (East)

The goal of a 2-year vision teacher training project is to provide the coursework instruction and student iteaching opportunities necessary for Oregon certification as teacher of the visually impaired. The program was designed in response to several conditions affecting services for visually impaired students scattered within 28,000 square miles; (3) geographic and climatic barriers affecting teacher recruitment and retention; (4) lack of certified vision teacher applicants from Oregon universities or out-of-state programs; and (5) absence of locally accessible certification and training programs. Coursework instruction and supervision are provided through a cooperative effort between Portland State University vision department staff and Eastern Oregon Rejonal Program vision teacher staff. Funding is provided in part by a cooperative planning council grant from the Oregon Department of Education and local district contributions. Project participants are certified teachers desiring to change specialization fields, e.g., resource room teachers whose positions have be

ED 280 636 RC 016 106
Fleury, Stephen C. Mallan, John T.
Proposal: Rural Polley Studies Skills.
Pub Date—Oct 86
Note—12p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCOI Plus Postage.

Descriptors—Community Development, "Community Study, High School Seniors, Inquiry, Inservice Teacher Education, "Local Issues, Logical Thinking, Political Issues, Program Proposals, "Public Education, "Public Policy, "Rural Development, Rural Education, Secondary Education, Skill Development, "Training Methods Identifiers—New York, Policy Analysis, "Policy Research

Research
A proposed project would develop a rural policy
studies program for high school seniors in northern
New York State. The program would deal with
value positions as they pertain to the improvement
of social conditions, use a variety of sources and
kinds of knowledge, emphasize development and
use of thinking skills, and concentrate on how
knowledge is dealt with in a democracy. Study topics would be drawn from local rural economic and
accial issues such as labor market fluctuations,
changes in national dairy policies, Native American

business impact, shutdown of industrial plants, and the chronically rural poor. Program implementation would include training 10-15 area social studies teachers in policy studies through doing policy research. Next, these same teachers would develop and teach a course involving high school seniors in doing rural policy research. Inservice training would be offered to help teachers develop strategies and materials for learning to do logical and statistical analysis on rural issues. Student research results could be useful in rural community development efforts. The proposal points out ways in which a policy studies program differs from other scademic areas in schools and emphasizes beneficial shortand long-term effects of merging policy studies techniques, public education, and rural community development. (LFL)

RC 016 108

ED 280 637 RC 010 10c Fullerton, Judith T. Partnership in Education: Preparation of the Fam-ity Nurse-Practitiener for Primary Care in Rural Health Settings. Pub Date—Oct 86 Note—12p; Paper presented at the Annual Confer-ence of the National Rural and Small School Consortium (Bellingham, WA, October 7-10 1986). Tables 2 and 3, appended, contain small reint.

1986). Tables 2 and 3, appended, contain small print.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pastage.
Descriptors—\*Clinical Esperience, Clinics, Community Health Services, Cooperative Programs, Graduate Study, Health Personnel, Higher Education, \*Institutional Cooperation, Intercollegiate Cooperation, \*Nurse Practitioners, \*Nursing Education, Physicians, Practicum Supervision, Program Descriptions, \*Rural Areas, Rural Environment, \*School Community Relationship, Student Experience
Identifiers—\*California (San Diego County), Nurse Midwives

Student Experience
Identifiers—"California (San Diego County), Nurse
Midwives
A model program to educate primary care
nurse-practitioners for rural areas illustrates successful collaboration between university and rural
health settings. Part of the Intercampus Graduate
Studies program of the University of California-San
Francisco School of Nursing and the University of California-San Diego School of Medicine, the
model reflects concern with family health care
needs in rural San Diego County. During its first
year, Academic Year 85-86, the program established student preceptorships in two rural community health clinics. The university offers didactic
content for preparation of the Family Nurse-Practitioner/Nurse-Midwife through its curricular program, selects students for preceptorship placement,
provides faculty orientation/development for community/clinical preceptors, provides academic faculty member site visits, and conducts program
evaluation. The community health center provides
resources/facilities for patient care including preceptor supervision of students and ancillary personnel/supplies and preceptor development.
The Clinical Preceptor shares patient care sessions
with a student, incorporating material specific to
rural health. The model demonstrates feasibility of
town/gown" collaboration, promotos job selection
based on realities of rural settings, and increases
rural community visibility to the university community. Feasibility study results and a map and organiration chart of the California Area Health
Education Centers systems are included. (LFL)

RC 016 110

Jensen, Dennis Griffith, Steve Family Communication Awareness/Suicide Pre-

vention. Pub Date—Oct 86 Note—12p.; Paper presented at the Annual Confer-ence of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10,

1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Characteristics, Community Problems, \*Community Programs, Counselor, Role, \*Crime Prevention, \*Crisis Intervention, Death, Elementary Secondary Education, Family Violence, Interpersonal Communication, News Media, Outreach Programs, \*Rural Areas, Rural Family, \*School Role, \*Suicide Identifiers—\*Family Communication, Family Cri-

ses, South Dakota (Elk Point)

What happened in the small farm community of Elk Point, South Dakots, on January 8, 1986, was unimaginable—8 father shot his family and then walked to work and shot himself. Upon learning of the murder/suicide, the Elk Point School District faced the difficult questions of what teachers should say to students, how the district should deal with the news media, and what responsibilities various staff members should assume. After the initial shock, it became apparent that students and the community crisis team evolved that identified the needs of the community, and developed a plan for assisting the entire community, incommunity crisis dead outside of the community, and developed a plan for assisting the entire community. The committee agreed that lack of communicy could have led to the murder/suicide. They organized a workshop with the idea of family communication as its focus. The format was a drams followed by small discussion groups with trained counselors acting as group lead-ent. The drams was a positive first step. The next steps will be workshops to promote the skills needed to communicate within the family. [HZ]

RC 016 111

Pitcher, Sharman And Others Inservice Training via Teleco most Like Being There. Pub Date—Oct 86

Note—9p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, College School Cooperation, Delivery Systems, "Dissbillties, "Distance Education, Electronic Equipment, Electronic Mail, "Inservice Teacher Education, Postsecondary Education, Preschool Teachers, "Rural Areas, Rural Education, "Special Education, "Telecommunications, Teleconferencing Identifiers—"Utah State University
Provision of needed services to handicapped pre-

Identifiers—"Utah State University
Provision of needed services to handicapped preschoolers in rural areas presents major challenges,
primarily because of the lack of trained personnel.
Federally-funded Project Hi Tech trained teaching
staff of two preschools, one of them located almost
200 and the other over 300 miles from Utah State
University, by using two-way audio-video telecommunications supported by more common forms of
communication including telephone and electronic
mail. The microwave signal transmission system utilized the existing state network with the addition of
23 gigahertz microwave radios at the two preschool
sites. Other equipment included uni-directional and
mobile microphones, broadcast-quality and home sites. Other equipment included uni-directional and mobile microphones, broadcast-quality and home video cameras, standard television receivers, the Special Net data-base, and speaker phones. Training techniques utilized coincidental and microsession teaching, the "Let's Be Social" curriculum for handicapped children, and a planning procedure for determining training content. Data indicated that interactive, televised classroom sessions did provide consultants with sufficient information to formulate individual training solars for viral teachers and that consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers could follow the plans. The resultant procedures were effective in helping children acquire skills. Few difficulties were incurred due to hardware malfunction; only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. (NEC)

Dunnenbring, Gary L. Krueger, Frederick H.
The Arrowhead Student Information System:
Managing Information on Special Education
Referrals in a Rural Environment.
Pub Date—Oct 86
Note—So. Page

Note—8p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10,

1986).
Pub Type— Reports - Descriptive (141) —
Specohes/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, \*Computer Uses in Education, Design Requirements, Educational Diagnosis, \*Handicap Identification, Information Centers, Information Needs, \*Management Information Systems, \*Organizational Communication, \*Program Design, Program De-

velopment, Referral, Regional Programs, Rural Education, Rural Schools, \*Special Education, Staff Role

Identifiers-lowa

Staff Role
Identifiers—lows
A computerized referral management system, the
Arrowhead Student Information System, has enanced communication among special education
staff members in rural Iowa. The system serves a
45-district intermediate level service unit which
identifies and serves children from birth to 21 years
who require special education from a student and
preschool population of approximately 40,500. Information needs which prompted establishment of
the system include difficulties in coordinating
teacher referrals; evaluation by several staff members; setting up appropriate programs for students;
requirements for gathering information needed at
federal, state, and local levels; and program evaluation and research. Factors considered in designing
the information system include use of ordinary English on regular reports; reduction of codes; usefulmess to all staff, not just administrators; staff design
and modification of the system to accommodate actual practices and procedures; selection of one
in-house person to coordinate system design and
programming; and financial considerations in selection of hardware and software. The Arrowhead Student Information System consists of an IBM PC-AT
computer as non-dedicated file server and several
IBM PC-XT computers as workstations. Software
developed using the KnowledgeMan data management package consists of student information, referral management, program and support service data,
discipline-specific, and report-generating databases. ral management, program and support service data, discipline-specific, and report-generating databases. (LFL)

RC 016 115

Yaies, James T.

Developing Audiology in the Public Schools Services Delivery Development for Rural Popula-

ub Date-Oct 86

Note—17p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10, 1986)

1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Allied Health Personnel, "Audiology, Auditory Evaluation, College Curriculum, College School Cooperation, Delivery Systems, Educational Needs, Elementary Secondary Education, "Handicap Identification, Hearing Impairments, Hearing Therapy, Higher Education, Learning Problems, "Masters Programs, Personnel Needs, Professional Education, Public Schools, Rural Education, "Rural Schools, Small Schools, "Special Education
Identifiers—"Hawaii
To meet the need for educational audiologists in

Schools, \*Special Education
Identifiers—'Hawaii
To meet the need for educational audiologists in
Hawaii schools, a cooperative program was designed to establish an educational audiology component in the existing speech-language pathology
program at the University of Hawaii. Planned by the
University of Hawaii, the Hawaii Department of
Education, and the State Education Agency, the
Hawaii-based program was needed because of the
acute shortage of educational audiologists coupled
with the difficulty of recruiting on the mainland.
The primary goal of the program was to establish
services to the hearing impaired not served by exissing programs in Hawaii schools. The target population included children with auditory perceptual
disturbances, those with hearing sensitivity and/or
acuity disorders, and children with transient disturbances such as otitis media. Phase I of the
three-phase program is based at the University of
Hawaii and covers preprofessional or basic information coursework, clinical training, and practicum experience. Phase II is the development of a model
service center that provides diagnostic and evaluative services and is the referral and management
center of the hearing involved children. Phase III is
services to the schools, including an information
network, referral center for children with suspected
hearing disoorders, inservice, counseling, and prescriptive diagnosis. (HTZ) hearing disorders, inservice, counseling, and pre-scriptive diagnosis. (JHZ)

ED 280 642

RC 016 116

Anderson, Jack D.

Academic Preparation and Training
Speech-Language Pathologists for Positions
Rural Schools. Pub Date-Oct 86 Note-9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

ence of the National Rural and Smail Schools Consortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Graduate Study, Higher Education, Job Placement, Personnel Needs, \*Professional Education, Program Descriptions, Program Proposals, \*Rural Areas, Rural Education, \*Special Education, Speech Pathology, \*Speech Therapy, Student Recruitment, \*Therapists Identifiers—University of Tulas OK.

A proposed project at the Department of Communicative Disorders and Sciences at the University of Tulas Otal Orlus would recruit and train speech-language pathologists for service to handicapped children and youth in rural settings. The project would address the shortage of speech-language pathologists for service to handicapped children and youth in rural settings. The project would address the shortage of speech-language pathologists in rural communities to at least one year of service in a rural community following their prescribed course of study (2) training students for roles specific to rural schools and needs of rural handicapped students; and (3) placing these trained personnel in rural education systems. In addition to the shills and knowledge required of all graduates of the speech-language pathology program, project students would participate in coursework to acquaint them with rural school of graduates of the speech-language pathology program, project students would participate in coursework to acquaint them with rural school of graduates of the speech-language pathology project Director would work closely with state department officials, rural school officials in rural areas and assist project participants in the application process. (LFL)

ED 280 643 RC 016 117 Potocik, Pamela D. Marshall, Cynthia L. K.
Cooperative Professional Services for Severely
Handicapped Children in Rural Areas: Implementation of Programs and Analysis of Child Progress Data.
Pub Date—Oct 86

Note—11p.; Paper presented at the Annual Conference of the National Rural and Small Schools
Consortium (Bellingham, WA, October 7-10,

1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Services, Cooperative
Programs, "Delivery Systems, Educational Assessment, Family Programs, Infants, Models,
"Outcomes of Education, Preschool Education,
Pretests Posttests, Program Descriptions, Program Effectiveness," Program Implementation,
Regional Programs, Rural Areas, "Rural Education,
"Severe Disabilities, "Special Education,
Toddlers tion, \*Se Toddlers

Identifiers—\*Early Intervention Programs, Tennes

The delivery model of the Birth-through-Three program incorporates interlocking community-based centers with a regional agency (Little Tennessee Valley Educational Cooperative) under the administrative guidance of an advisory council. The program goal is to provide highly qualified professional services to the targeted children/families within their home communities in a cost-effective manner. A community-based center in Blount County, Tennessee, serves 15 children and one in Loudon County serves 7 children. The centers provide direct professional services and a Parent Information Center that informs, trains, and uses the skills of parents. Children eligible for the program meet at least one of the following criteria: (1) medical diagnosis associated with mental retardation; (2) diagnosis of moderate or greater mental retardation as determined by psychological sasessment; and (3) significant delays in at least two of the five targeted developmental areas. Data on the progress of each child enrolled is maintained through a pretest/post-test procedure. Data analysis shows consistently significant gains in perceptuo-cognitive, language, and gross motor skills. The program's regional cooperative administrative structure, coupled with the employment of highly qualified professional staff, appears to be a productive, cost-effective model for providing educational services to young handicapped children in rural areas. (JHZ) The delivery model of the Birth-through-Three

Sahide, Amal And Others

RC 016 118

The Distance Learning Program at Ikipujung Pandang, Indonesia. Pub Date—Oct 86

ote—8p.; Paper presented at the Annual Confer-ence of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10,

Consortium (Bellingham, W., 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/P01 Plus Pestage.
Descriptors—Delivery Systems, "Distance Education, Foreign Countries, "Independent Study, "Learning Modules, Nontraditional Education, Postsecondary Education, Program Descriptions, "Rural Education, "Secondary School Teachers, Teacher Education, Teaching Skills Identifiers—"Ripujung Pandang University (Indonesia), "Indonesia", "mple-

Teacher Education, Teaching Skills Identifiers—"Ripujung Pandang University (Indomesia, Indomesia The Distance Learning Program was implemented in 1984 by Ripujung Pandang University to provide training opportunities for nondegree secondary school teachers in isolated rural areas of eastern Indonesia whereby they did not have to attend classes on a regular, full-time basis at a conventional educational institution. The program focuses on providing additional knowledge in subject matter fields and teaching skills. The basic instructional medium is the printed course book which provides a self-instruction package including an activities book, worksheet, and answer sheet dealing with a single conceptual unit of a subject matter. The program is operated at 15 learning centers located in local secondary achools where students come on weekday afternoons or Sundays to pick up materials, attend group discussions, receive tutoring, or take examinations. Forty-eight tutors with bachelors' or masters' degrees in education with major emphasis in the subject matter field they tutor are involved in the program. Program evaluation has identified problems concerning students' learning difficulties (particularly those related to study development and problems concerning students' learning modules, geographic isolation, and the learning centers. Similar to results of conventional education at the university, over 90% of students in the distance program passed the final examination. (NEC)

RC 016 119

ED 280 645 RC 016 11 Elrod, G. Franklin Work Experience for the Rural, Special Needs Student: A Pipe Dream or a Possibility? Pub Date—Oct 86

Note—27p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10,

ence of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Change, Disabilities, \*Disadvantaged, Education I Needs, Elementary Secondary Education, "Job Skills, Normalization (Handicapped), Questionnaires, \*Rural Education, Rural Youth, School Business Relationship, Special Education, Special Programs, Student Experience, Vocational Education, Work Attitudes, \*Work Experience Programs help rural handicapped, learning disabled, and economic/culturally disadvantaged students to make the transition from school to young adulthood. Reading, mathematics, and social difficulties evident in school impact work behaviors in later life. Other factors impacting work behaviors in later life. Other factors impacting work behaviors in later life. Other factors impacting work behaviors are selected to rural employment meeds. Procedures for building work experience programs in rural schools include locating on-campus meeds. Procedures for building work experience programs in rural schools include locating on-campus and off-campus job sites, approaching employers, assessing requirements of transporting students to sites, training on-site supervisors, teaching work-related skills, obtaining liability waivers, and developing a continuum of work experience placement such as piece-work in the classroom, followed by on-campus job, then off-campus placement. Suggestions for rogram success include: extend work experience to junior high middle schools; look at student capabilities, not disabilities; involve parents; use contracts to formalize the program for students, employers, and school personnel; conduct program evaluations. Appendices provide sample forms for evaluating po-

tential work experience sites, student personal in-formation/self-evaluation, work evaluation forms, liability waivers, job training agreement, work expe-rience contract, and evaluation questionnaires. rience (LFL)

ED 280 646 RC 016 121

ED 250 000 Munro, Herb
Munro, Herb
Interactive Computer Graphics Enhancements to a
Rural Academic Audio Conference Network.
Pub Date—Oct 86
Pub Date—Oct 86
Pub Date—Oct 86

Pub Date—Oct 86
Note—Sp.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10,

ence of the National Rural and Small Schools Connortium (Bellingham, WA, October 7-10, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Access to Education, College Instruction, Community Colleges, "Computer Graphics, "Computer Uses in Education, Delivery Systems, "Distance Education, Educational Technology, Higher Education, Interactive Video, Outreach Programs, "Rural Education, "Teleconferencing, "Telecourses, Videotex Identifiers—"Interactive Computer Systems Several of the problems typically associated with efforts to extend higher education opportunities to rural communities—including small class size, lack of qualified instructors, and maintenance of quality standards—are successfully addressed by an audio conference network. Students in remote locations can participate in classes offered through regional centers where class size requirements are already met and trained instructors are available. The addition of computer graphics capabilities to such a network increases the potential for classroom interaction and reduces problems associated with delivery of visual aids and other learning materials to distance learning sites. The Voice-Too modem incorporated in the Optel Telewriter II-PC system transmits voice and data simultaneously on one standard, dial-up telephone line, thus preserving the cost effectiveness of the audio conference method, a key to realizing the goal of providing equal opportunity in education to rural America. The Optel interactive computer graphics system was selected to enhance successful audio conference courses offered in northeastern Washington. The Optel system is relatively inexpensive (particularly as compared with interactive television), requires little training to operate, and is portable. The potential exists for a wide spectrum of uses by many sectors of rural communities. (JHZ)

ED 280 647 Stuart-Siddall, Sandra And Others The Rural Clinical Nurse Placemen RC 016 148

ED 280 647

Shuart-Sidalal, Sandra And Others

The Rural Clinical Nurse Placement Center.

Pub Date—Oct 85

Note—18p; Paper presented at the Annual Meeting of the Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).

Pub Type—Reports - Descriptive (141) — Specches/Meeting Papers (150)

EDRS Price - MFOL/PCO1 Plus Postage.

Descriptora—Clinical Experience, Experiential Learning, \*Field Experience Programs, Higher Education, \*Internship Programs, Longitudinal Studies, \*Models, \*Nursing Education, Program Descriptions, Program Effectiveness, \*Rural Areas, \*Student Experience

Identifiers—California State University Chico, \*Rural Clinical Nurse Placement Center CA

The Rural Clinical Nurse Placement Center CA

The Rural Clinical Nurse Placement Center (RCNP) was begun in Chico, California, in 1975 to develop, implement, evaluate, and disseminate a model of a rural internship program in an effort to attract nurses to rural communities. Run by a director, clinical coordinator, full-time secretary, and half-time typist, the program places Bs/RN degree nursing students in 6- to 8-week credit internships in rural health care facilities. Students usually reside with rural families and are guided by a preceptor (local health care professional employed by the placement facility). Following the internship, students complete post placement questionnaires; placement, preceptor, and housing provider evaluation forms; and projected employment plans. Participants also receive an annual longitudinal study questionnaire to assess effects of RCNP participanton. From 1976 through fall 1983, RCNP placed 352 participants from California schools-and 2 out of state colleges-in approximately 70 rural health care facilities in northeastern California con-site supervision had been provided by more than 100 preceptor. Results from 247 responses to the

longitudinal questionnaire from 1976-1981 gradu-stes indicated 89% were working as health care pro-fessionals and 38% had worked in a rural area. Graduate level programs based on the RCNP model have been established in Michigan, Georgia, and Idaho. (NEC)

ED 280 648 ED 280 648
Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Mexican American Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—5p.
Pub Type—Reference Materials - Directories/Cate-RC 016 158

Pub Date—86
Contract—NIB=400-83-0023
Note—6p.
Pub Type—Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analyses - ERIC Information Analyses - ERIC Information Analyses - ERIC Information Analyses - Price - MF01/PC91 Plus Prastage.
Descriptors—Billingual Education, Fine Arts, Higher Education, Legal Aid, Mathematics Education, Mental Health, "Mexican American Education, Mental Health, "Mexican American Education, "Mexican Merican Education, National Programs, "Organizations (Groups), Program Descriptions, Science Education, Secondary Education, Spanizations (Groups), Program Descriptions, Science Education, Secondary Education, Estries are based on responses to surveys conducted in the fall of 1985 and spring of 1985 and spring of 1985 and spring of 1985 and spring of 1986. The entries are listed alphabetically by state within national, state, and university categories. Each entry includes a brief description of the organization/program function, appropriate acronym, address, telephone number, and contact person. A program description and listing of the eight current bilingual education multifunctional support/resource centers concludes the directory. Services and issues of concern to the listed organizations include migrant teacher side recruitment, information need of the Spanish-speaking population legal aid, social policies and practices affecting Hispanics, women's studies, mental health, ethnic studies, Hispanic arts, mathematics/engineering/scientific education, higher education, bilingual/multicultural education, inheredication, bilingual/multicultural education, inheredication, bilingual/multicultural education, and Chicano Studies. (LFL)

ED 280 649 RC 016 161

Skillett, Jack
Partnerships: Building a Model University Program for Service to Kansas Public School Districts.

Pub Date-Oct 85

tricts.
Pub Date—Oct 85
Note—8p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
Pub Type—Reports - Descriptive (141) — Specches/Meeting Papers (150)
EDRS Price - MFBI/PCBI Plus Postage.
Descriptors—°College Role, °College School Cooperation, Consortia, °Cooperative Programs, Educational Innovation, 'Educational Responsibility, Elementary Secondary Education, Higher Education, Institutional Cooperation, Leadership, Professional Associations, Program Descriptions, \*Regional Cooperation, Research, \*School Districts, Schools of Educations, Staff Development, Workshops
Identifiers—\*Emporia State University KS, Kansas Partnerships is an Emporia State University program designed to strengthen university relationships with public schools in Kansas. It contains four strategies for offering services needed by public schools practitioners: (1) providing leadership, research, and staff development assistance to formal school district consortis in the university's region; (2) sponsoring critical issues updating workshops on new 'revised concepts' practices for individual Kansas educators; (3) sponsoring conferences on topics of special interest to both university personnel and state professional associations; and (4) conducting training institutes to prepare school district leadern in curriculum, effective schools, and reading coordination. The program attempts to become a dynamic gent in the total educational community, exercise in curriculum, effective schools, and reading coordi-nation. The program attempts to become a dynamic agent in the total educational community, exercise sensitivity to varying perspectives on educational theory/practice, advocate workable procedures and program models, use effective leadership tech-niques, and identify and build a network to serve its constituency. Given an appropriate amount of fund-ing and adequate staffing, the Partnerships program

can be replicated by any college or university. (LFL)

Brazil - Brazil, America - Las Americas [Series].
Connecticut State Migratory Children's Program,

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

142

Edicasion Centre, Cons. Pub Date—85 Note—108p.; For other items in the quarterly "America-Las Americas" series, see RC 016 163-168, ED 258 744 and ED 258 776.

America-Las Americas series, see RC 016
163-168, ED 258 744 and ED 258 776.
Available from—Migratory Ethnic/Arts Component, New Haven Cooperative Education Center,
800 Dixwell Avenue, New Haven, CT 06511.
Language—English; Spanish
Pub Type—Guides - Clasaroom - Teacher (052) —
Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Bilingual Instructional Materials, Biographies, \*Cultural Background, \*Cultural Education, Economic Pactors, Elementary
Education, Females, Foreign Countries, Geography, Language Arts, \*Latin American Culture,
\*Latin American History, Leaders, Learning Activities, \*Migrant Education, \*Social Studies,
Units of Study

Units of Study Identifiers—\*Brazil, Recipes (Food), South Amer-

ica
Written for teachers to use with migrant children
in elementary grades, this bilingual English/Spanish
social studies resource booklet provides an encyclopedia-style overview of Brazil's history, geography,
economy, and culture. Topics include Brazil's form
of government; geographic regions; holidays; climate; people; music; carnaval celebration; agriculmaie; people; music; carnaval celebration; agriculture; mining; industry; transportation; communications; Portuguese women; and the piranha and anaconda, inhabitants of the Amazon Basin and River. Separate sections profile Emperors Dom Pedro I and II, author Joaquim Maria Machado de Assia, and the mysterious Zumbi, ruler of Palmares. Consisting mainly of narrative text, the booklet includes maps, illustrations, recipes, quizzes, fact sheets, word searches and other activity pages, useful Portuguese words and phrases, and a 12-item bibliography. (NEC)

ED 280 651 RC 016 163

Toro, Loonor
The Guyanas — Las Guayanas. America — Las
Americas [Series].
Connecticut State Migratory Children's Program,

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—85 Note—67p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.

Available from—Migratory Ethnic/Arts Compo-nent, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.

DIAWEN AVERUE, New INVEN, C. 1 09311. Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052)

Multilingual / Bilingual Materials (171) — C

lected Works - Serials (022)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors - Bilingual Instructional Material

Descriptor-Bilingual Instructional Materials,

\*Cultural Background, \*Cultural Education, Cultural Puralism, Elementary Education, Countries, Language Arts, \*Latin American Culture, \*Latin American History, Migrant Children,

\*Migrant Education, Periodicals, \*Social Studies,

"Migrant Education, Periodicals, "Social Studies, Units of Study
Identifiers—Prench Guyana, "Guyana, "Surinam
Written for teachers to use with migrant children in elementary grades and to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural background information on the Guyanas tural background information on the Guyanas-French Guyana, Surinam, and Guyana. A table of contents indicates the language-Spanish or En-glish-in which the topics are written. The quarterly provides an encyclopedia-style overview of the his-tory, geography, government, economy, culture, and society of each of the three Guyanas. The chap-ter on Surinam pays special attention to that coun-try's successful multi-ethnic society and describes the history and culture of the Hindus, Bush Ne-groes, Amerindians, and Creoles who live there. Consisting mainly of narrative text, the booklet in-cludes maps, illustrations, word searches, vocabu-lary games, and other activities in English and cludes maps, illustrations, word searches, vocabu-lary games, and other activities in English and

Spanish. (LFL)

RC 016 164

Toro, Leonor Avery, Robert S.

Venezuela, America = Las Americas [Series].

Connecticut State Migratory Children's Program, New Haven.

New Haven.
Spons Agency—Hamden-New Haven Cooperative
Education Center, Conn.
Pub Date—86
Note—99p.; For other items in the quarterly
"America-Las Americas" series, see RC 016
162-168, ED 238 744, and ED 258 776.

"America-Las Americas" series, see RC 016
162-168, ED 258 744, and ED 258 776.
Available from-Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
Language—English, Spanish Pub Type—Guides - Classroom - Teacher (052)—Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plas Postage.
Descriptors—Bilingual Instructional Materials, Biographies, Cultural Beckground, "Cultural Education, Economic Factors, Elementary, Education, Foreign Countries, Geography, Language Arts, "Latin American Culture, "Latin American Flatory, Leaders, "Migrant Education, "Social Studies, Units of Study Islament History, Leaders, "Migrant Education, "Social Studies, Units of Study Islament Factors, Elementary This bilingual English/Spanish social studies resource booklet provides an encyclopedia-style over-view of Venezuela's history, geography, economy, and culture for teachers to use with migrant children in the elementary grades. Topics presented in the English portion include climate, land, people, customs, government, arts, food, culture, wildlife, and education. Parallels are drawn between the early exploration, imperialistic, and revolutionary periods of Venezuela and the United States and the present forms of government are compared. The more expensive Spanish section notes holidays, lists the expensive Spanish secti of Venezuela and the United States and the present forms of government are compared. The more extensive Spanish section notes holidays, lists the 20 states and their capitals; names government leaders since 1830; and describes the geographic regions, form of government, principal products, history, music and dance, economy, flora and fauna, and petroleum industry. Biographical sketches introduce Simon Bolivar, Romulo Gallegos, and Jorge Mendez Castillo. Consisting mainly of narrative text, the booklet includes maps, illustrations, fact sheets, word searches and other activity pages, and an 11-item bibliography. (NEC)

ED 280 653 RC 016 165

Toro, Leonor Doran, Sandra
Colombia, America = Las Americas [Series].
Connecticut State Migratory Children's Program, New Haven.

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—86

Note—148p.; For other items in the quarterly "America-Las Americas" series, see RC 016
162-168, ED 258 744, and ED 258 774. Available from—Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.

Language—English; Spanish
Pub Type—Guides - Classroom - Teacher (052) —
Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)

EDRS Frica - MF01/PC06 Plus Postage.
Descriptors—Bilingual Instructional Materials, Biographies, Cultural Activities, "Cultural Education, Economic Factors, Elementary Education, Foreign Countries, Government (Administrative Body), Holidays, Language Arts, "Latin American Culture," Latin American Culture, "Latin American Culture," Study Units of Study Identifiers—"Colombia, Recipes (Food).

"Migrant Education, Periodicals, "Social Studies, Units of Study Written for teachers to use with migrant children in elementary grades to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural background information on Colombia and features biographies of Colombian lesders and artists. A table of contents indicates the language-Spanish or English-in which the topics are written. The quarrely provides an encyclopedia-style overview of Colombia's history, geography, government, economy, culture, and society, It provides biographies of Gonzalo Jimenez de Quesada, Simon Bolivar, and Sabriel Garcia Marquez; discusses pre-Colombian culture; and describes major Colombian cities and places of interest. A map of the country, list of gov-

ernmental divisions with average temperatures, list of holidays, drawings of representative flora and fauna, and music and words of the national anthem are included. Christmas and other celebrations and the Bambuco (the national dance) are described and necipes for traditional Colombian foods presented. Activities include vocabulary matching, crossword puzzles, map labelling, and Spanish and English word games. A 26-item bibliography of books in Spanish and English is given. (LFL)

ED 280 654 RC 016 166

Toro, Leonor Doran, Sandra

Ecuador, America = Las Americas [Series].

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—86
Note—140p.; For other items in the quarterly
"America-Las Americas" series, see RC 016
162-168, ED 258 744, and ED 258 776.

Available from—Migratory Ethnic/Arts Compenent, New Haven Cooperative Education Center 800 Dixwell Avenue, New Haven, CT 06511.

800 Dixwell Avenue, New Haven, CT 06511.
Language—English; Spanish
Pub Type—Guides - Classroom - Teacher (052) —
Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—American Indians, Bilingual Instructional Materials, Biographies, "Cultural Background, "Cultural Education, Elementary
Education, Food, Foreign Countries, Geography,
Language Arts, "Latin American Culture, "Latin
American History, Leaders, "Migrant Education,
"Social Studies, Units of Study
Identifiers—"Ecuador, Jivaro (Tribe), Recipes
(Food)

Identifiers—"Ecuador, Jivaro (Tribe), Recipes (Food)
Designed for elementary teachers to use with migrant students, this bilingual English/Spanish social studies resource booklet provides an encyclopedia-style overview of Ecuador's history, geography, economy, and culture. Topics include the history of Ecuador's flag and coat of arms, geographic epions, food, Quito (the capital), recent wildlife exploration, Jivaro Indians, and the importance and history of cacao. Biographical sketches are presented on Sebastian de Belalcazar, Francisco Javier Eugenio de Santa Cruz y Espejo, Jose Joaquin de Olmedo, Susana Reyes, and Wilson Pico. Traditions and customs, music, and poetry are discussed in the Spanish language section along with the Galapagos Islands and the llams. Consisting mainly of narrative text, the booklet includes maps, illustrations, chocolate recipes, fact sheets, word illustrations, chocolate recipes, fact sheets, wo searches and other activity pages, Spanish vocab lary, and a 27-item bibliography. (NEC)

Bolivia. America = Las Americas [Series].
Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn. Pub Date-86

"Mote—127p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.

Available from—Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.

Language—English; Spanish
Pub Type—Guides - Clastroom - Teacher (052) —
Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Billingual Instructional Materials, "Cultural Background, Cultural Education, Economic Factors, Foreign Countries, Geography, Language Arts, "Latin American Culture, "Latin American History, Leaders, Migrant Children," Migrant Education, Mining, Periodicals, Politics, "Social Studies, Unions, Units of Study Identifiers—"Bolivia, Recipes (Food)

-\*Bolivia, Recipes (Food) Identifiers—"Bolivia, Recipes (Food)
Written for teachers to use with migrant children in elementary grades and to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural information on Bolivia. A table of contents indicates the language-Spanish or English-in which the topics are written. The quarterly provides an encyclopedis-style overview of the history, geography, government, economy, culture, and society of Bolivia. Sections describe the cities of La Pax, Sucre, Oruro, Cochabamba, and Potosi; the llama; the origin of the potato; cultural traditions and costumes; the legend of Viracocha; and Lake Titicaca. Other topics emphasize the importance of mining to the economy, the formation of miners' unions, nationalization of mines after the 1952 revolution, impacts of mining on Bolivian society, and the life of a miner as described by Domitila Barrios de Chungara (a miner's wife). Recipes for traditional Bolivian foods are presented in English and Spanish. Consisting mainly of narrative text, the booklet includes maps, illustrations, matching vocabulary, word searches, crossword puzzles, and other activities in Spanish and English. Music and words of the Bolivian national anthem and a chronological history of Bolivia are included. (LFL)

RC 016 168

Peru. America = Las Americas [Series].

Connecticut State Migratory Children's Program, New Haven.

Connecticut State Migratory Children's Program, New Haven.
Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.
Pub Date—87
Note—87
Note—163p.; For other items in the quarterly "America-Las Americas" series, see RC 016
162-167, ED 258 744, and ED 258 776.
Available from—Migratory Ethnic Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
Language—English, Spanish
Pub Type—Guides - Classroom - Teacher (052) —
Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)
EDRS Price - MP61/POT Plus Postage.
Descriptors—Bilingual Instructional Materials, Biographies, "Cultural Background, Cultural Education, Economic Factors, Elementary Education, Foreign Countries, Geography, Language Arts, "Latin American Culture, "Latin American History, Leaders, "Migrant Education, Social Studies, Units of Study Identifiers—"Peru Intended for elementary teachers to use with migrant students, this bilingual English/Spanish social studies.

Identifiers—Peru
Intended for elementary teachers to use with migrant students, this bilingual English/Spanish social
studies resource booklet provides an encyclopedia-style overview of Peru's history, geography, economy, and culture. Topics included are the
people, geographic regions, festivals and celebrarations, the economy, natural resources, Lake Titicaca, early civilizations, the Spanish conquest,
colonial government, the independent republic, Incas, music and dance, and important cities (Lima,
Ayacucho, Cuzco). Biographical sketches introduce
Javier Perez de Cuellar, Alan Garcia Perez, Ricardo
Palma, and Dona Juana Azurduy de Padilla. Consisting mainly of narrative text, the booklet includes
maps, illustrations, fact aheets, word searches and
other activity pages, the national anthem, and a
31-item bibliography. (NEC)

ED 280 657 RC 016 170

ED 280 657 RC 016 170

Horn, Jerry And Others
A Study of Rural/Small Schools and Their Graduates in a Seven State Area.

Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.

Spons Agency—Mid-Continent Regional Educational Lab., Aurora, CO.

Pub Date—Nov 86

Note—3166

Pub Later
Note—336p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160) — Numerical/Quantitative

Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Career Planning, Community Characteristics, Community Satisfaction, Comparative Analysis, Counseling Techniques, Course Selection (Students), Differences, Educational Environment, Educational Practices, "Sducational Trends, Graduates," Institutional Characteristics, Questionnaires, Regional Characteristics, Rural Environment, "Rural Schools, School Counselors, Secondary Education, "Secondary Schools, "Small Schools, "Student Attitudes, Superintendents

\*Small Schools, States (Midwest), United States dents (Rocky Mountain States) This study identified patterns among small schools in rural communities across a seven-state area. Perceptions of high school seniors, counselors, and graduates were gathered about their rural schools in districts with grade 7 to 12 enrollments of less than 500. Factual information about programs and local schools was obtained from school

administrators. Ninety-six school districts in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming participated. Data were compiled by source, e.g. high school student, graduate, superintendent, and by area of inquiry, e.g., school, community, and presented in 11 table sets with data broken down in 137 separate tables by factors such as states, enrollment size, degree of isolation. Comparisons also were made by enrollment size. Schools in the study were found to be more alike than different and characteristics were consistent across the seven states. Among discovered patterns were: staff lack of advanced degrees; low number of years of tenure; lower base teacher salaries and higher district per pupil cost in smaller districts; high percentage of students/graduates planning/pursuing post-secondary education; student satisfaction with academic/career preparation and community life; and relationships between enrollment size and percent of students who take selected courses. Tables and survey forms are included. (LPL)

ED 280 658 RC 016 172

ED 280 658

Leuk, Linda And Others

Where Have All the Billions Gone?

Alsaka Univ., Anchorage. Inst. of Social and Economic Research.

Pub Date—Feb 87

Note—40p.

Journal Cit.—Alsaka Review of Social and Economic Conditions; v24 n1 Feb 1987

Pub Type— Reports—Research (143)— Collected Works—Serials (022)

EDRS Pries—MP01/PC02 Plus Poetage.

Descriptors—Economic Change, Economic Development, Educational Finance, Elementary Secondary Education, "Expenditures, "Financial Policy, Financial Problems, "Fiscal Capacity, Higher Education, Operating Expenses, Quality of Life, "Resource Allocation, State Aid, "State Programs, Transportation

of Life, "Resource Allocation, State Aid, "State Programs, Transportation Identifiers—"Alaska, "Economic Impact, State Issues, State Role Providing a basis to help Alaskans determine future spending levels and priorities, this report traces how the state spent more than \$26 billion in general funds from fiscal years 1981 through 1986 before oil prices crashed and brought state revenues tumbling down with them. Figures indicate that cumulative general fund expenditures over the 5-year period were allocated to state agencies (31%), schools (14%), municipalities (11%), permanent fund deposits (10%), individuals (9%), public corporations (8%), loan funds (5%), University of Alaska (4%), debt service (3%), one-time expenses (3%), and mis-(8%), loan funds (5%), University of Alaska (4%), debt service (3%), one-time expenses (3%), and miscellaneous grant/ programs (2%). Over 30% of general fund expenditure was for expenditures that did not exist or were miniscule before 1980. Overall standard operating expenses increased 168% between 1979 and 1985. Capital expenses grew more than 800%. Biggest percentage increases in operating expenses between 1979 and 1985 were in development (+393%), general government (+206%), and transportation (+196%). The nature of state spending changed by assuming increased responsibility for municipal and school finance. The state paid more than 90% of the operating costs of expanded rural school districts and nearly 70% of city/borough school costs. The nature of revenues also shifted, with no taxe being taken from individuals after the first half of 1980. (NEC)

ED 280 659

RC 016 173

Beaulieu, Lionel J.

The Rural South in Crisis: New Challenges for Rural Development.

Pub Date—Feb 87

Note—24p.; Paper presented at the Southern Rural Sociological Association Meeting (Nashville, TN, February 1-4, 1987).

Pub Type— Information Analyses (070) — Specches/ Meeting Papers (150)

EDRS Price - MPDI/PC01 Plus Postage.

Descriptors—Agriculture, "Economic Factors, Extension Education, Federal State Relationship, Government Role, Higher Education, "Land Grant Universities, Retrenchment, "Role of Education, Rural Areas, "Rural Development, Rural Environment, Rural Extension

Identifiers—"Farm Crisis, "United States (South) Since the advent of the 1980s, the economic viability of many farm operations has been directed primarily to the Midwest, in many respects farm stress has been greater in the South than in any

other region. What is clear, however, is that the crisis is not strictly an agricultural one. Rather, a plethors of communities across the rural landscape, especially in the South, has been subjected to a crisis of its own. While the so-called "rural crisis" in the South has been an outgrowth of the changed economic conditions of the 1980s, it also has been based on deep-seated problems that have existed in the region for decades. Unfortunately, despite severe hardships facing rural areas of the South, land-grant institutions of the South are ill-equipped to respond to the needs of these communities. Further exacerbating the situation is a federal policy that has reduced support for rural development program initiatives at state and local levels. It is argued that land-grant programs of the South must embrace a rural development initiative as part of their mission, and develop new strategies for realizing economic development and visionary leadership in rural communities of the South. (Author/NEC)

ED 280 660

RC 016 174

Milligan, Dorothy Bland, Anna

Pive Indian Tribes of Eastern Oklahoma: Cherokee, Chickasaw, Choctaw, Creek, Seminole.

Oklahoma State Dept. of Education, Oklahoma
City, Indian Education Section.

Pub Date—85

Note—140p.; For a previous publication, see ED
248 189, Punded under the Eastern Oklahoma
Johnson-O'Malley Contract.

Available from—Oklahoma State Department of
Education, Indian Education Section, Oliver
Hodge Memorial Education Section, Oliver
Hodge Memorial Education Building, Oklahoma
City, OK 73105.

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Acculturation, "American Indian Culture, American Indian Education, "American Indian Culture, American Indian Education, "American Indian History, Cultural Activities, "Cultural Background, Cultural Education, Elementary Secondary Education, Federal Indian Relationahip, Folk Culture, Learning Activities, Legends, Relevance (Education), "Social Studies, State History, Tests, Treaties, "Tribes, Trust Responsibility (Government), Units of Study Identifiers—Cherokee (Tribe), Chickasaw (Tribe), Choctaw (Tribe), Creek (Tribe), "Pive Civilized Tribes, "Oklahoma, Recipes (Food), Seminole (Tribe), Tribal Government
The 18 lessons in this unit of study are intended to promote an awareness of the contribution of the American Indian to the development of Oklahoma and to preserve the culture and heritage of the American Indians of the state. Each lesson includes a concept (one-sentence statement of the main idea), background information, learning activities (including an activity that personalizes the lesson), true/false or multiple choice test, and resources for further study. "Americans have taken on many aspects of Indian culture" is the concept of a lesson with background information on Indian contributions to American food, medications, roadways, recreation, language, and philosophy. The four suggested learning activities involve researching Indian legends associated with corn and other common foods, and identifying major highways that once were Indian trails. The personalization activity challenges the student to write a credo comparable to the Indian philosophy of "I respect my brother's wisdom." In addition to specific information about the Five Civilized Tribes, the lessons cover tribal legends, religion, cultural assimilation, tribal management, treaties, bilingual education, the revival of ancient crefts, traditional foods, folk medicine, and ceremonies. (JHZ) es. (JHZ)

ED 280 661

Williams, Richard P. Ross, Put
You Are Not as Indian without a Roll Number or
White Card.

Pub Date—Jun 86

Note—16p.; Paper presented to the Committee on
Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, U.S.

House of Representatives (Washington, DC, June

House of Representatives (washing to 1986).

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Access to Education, "American Indian Education, American Indian History, American Indians, "Civil Rights, "Educational

Discrimination, Elementary Secondary Educa-tion, Eligibility, \*Bthnic Status, Federal Indian Relationship, Minority Groups, Social Discrimi-nation, Tribes

hautificrs—Dawes Allotment Act 1887, Five Civilized Tribes, Indian Education Program, Membership Requirements, \*Oklahoma, \*Tribal

ship Requirements, "Oklahoma, "Tribal Citizenship The United States Office of Indian Education is requesting that all children who are served in the Indian Education Program prove their Indian ancestry with a roll number or Certificate Degree of Indian Blood (CDIB) card. This practice is discriminatory because (1) the Native American is the only ethnic group in the United States that must prove its ethnic background to participate in an education program at a public school; (2) ancestors of many Native Americans of the Five Tribes of Oklahoma were not part of the Dawes Commission enrollment (closed in 1906); (3) in 1924, the United States government made all Indians American citizens; and (4) there is no provision for the Native American who has been adopted. Most Oklahoma Indian families do not have the time, money, energy, and/or expertise to complete the complicated process of securing the CDIB card for their children to participate in an Indian Education Program at school that securing the CDIB card for their children to participate in an Indian Education Program at school that provides tutoring in the basic subjects. Meanwhile, an estimated one-third of Oklahoma children currently recognized as Native Americans do not have roll numbers or CDIB cards. Tribal agencies do not have the manpower or finances to provide applicants with the proper documentation. Problems of securing numbers/cards are even greater for urban Indians who do not know the system. (NEC)

RC 016 177

Thies, Kaye
Aboriginal Viewpoints on Education: A Survey in
the East Kimberley Region, Research Series No.

5. National Centre for Research on Rural Education, Nedlands (Western Australia). Report No.—ISBN-0-86422-050-2 Pub Date—87

Nedlands (Western Australia).
Report No.—ISBN-0-86422-050-2
Pub Date—87
Note—235p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160) — Books (010)
EDBS Price - MP01/PC19 Plus Postage.
Descriptors—Access to Education, Community Attitudes, Cultural Background, "Educational Inprovement, "Educational Needs, Educational
Opportunities, Educational Strategies, Elementary Secondary Education, Foreign Countries,
Government Role, Language Usage, Minority
Groups, "Multicultural Education, "Parent Atttudes, Parent Participation, Postsecondary Education, Questionnaires, "Rural Education
Identifiers—"Aboriginal People, "Australia (East
Kimberley), Australia (Western Australia)
This research-in-dialogue study ascertained the
viewpoints of representatives of 31 groups of East
Kimberley (Australia) Aboriginal people on education, their priorities as to what issues government
skimberley (Australia) Aboriginal people on education, their priorities as to what issues government
should be addressing, and their suggested strategies
for achieving a system of education which meets
perceived needs of the remote Aboriginal community. Findings indicated that Aboriginal East Kimberley people were acutely aware of the need for
children to acquire the same competencies as other
children in the mainstream of Australian society.
However, they desired a balanced education that
would transmit cultural values in addition to new
skills and knowledge. The following emerged as priorities in developing more effective education for
the region: (1) teach/inform Europeans about Aboriginal people of the region, (2) improve standard
Australian English levels and acknowledge and provide for diverse language/cultural backgrounds, (3)
provide on-site education, and (4) provide for recreation needs with education for leisure. Specific implementation strategies suggested providing courses
for teachers/others intending to work in the region;
involving traditional people in such course; employing/training more Aborigi

RC 016 178

ED 280 663 Green, Donald E. Rural Education on in India: Unity Through Diver-

sity.

Pub Date—12 Mar 87

Note—19p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian History, Asian Studies, Cultural Background, Demography, \*Developing Nations, Development, Economics, \*Educational Change, Educational Improvement, Educational Needs, Foreign Countries, Geography, \*Indians, \*Philosophy, \*Rural Education, \*Rural Environment.

Needs, Foreign Countries, Geography, "Indians, 
"Philosophy, "Rural Education, "Rural Environment
Identifiers—"India

A discussion of rural education in India presents 
an overview of the subcontinent's geography, history, philosophy, economy, rural environment, and 
population and relates these factors to problems and 
changes in rural education of mortices and conditions. The paper points out increases in school and 
college enrollment, education of more females, resistance to educational innovation, beginnings of an 
emphasis on teaching of manual skills and technical 
subjects, and the need for rigorous overhauling of 
the educational system necessary to meet needs of 
industrialization. Problems facing rural education 
are emphasized, including lack of educational relevance to everyday life, distance to schools, lack of 
vocational education, and a "brain drain" resulting 
from educational emphasis on producing intellectuals rather than intelligent technicians, businessmen, 
acientists, and political leaders. Efforts to industrialize in order to keep pace with urbanization and 
other models of modernization and political impliactions for future development are discussed. (LFL)

ED 280 664

RC 016 181

ED 280 664 RC 016 181 American Indians Today: Answers to Your Ques-tions.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Pub Date—86 Note—28p.; For related document, see ED 114

218

218. Pub Type— Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Culture, American Indian Education, American Indian Reservations, "American Indian Relationship, Health Services, "Information Sources, Land Use, Laws, "Legal Responsibility, Policy, Tribes, Trust Responsibility (Government) Identifiers—"Bureau of Indian Affairs
This booklet attempts to answer briefly the most common questions about American Indians asked by students, people who believe they have Indian ancestors, individuals who want to visit or volunteer to work on a reservation, or those who want to know

ancestors, individuals who want to visit or volunteer to work on a reservation, or those who want to know the current Indian policy. Separate sections outline President Reagan's American Indian policy; current federal appropriations for Indian affairs; statistics about the 1,418,195 American Indians, Eakimos, and Aleuts from about 504 federally recognized tribes who occupy about 300 federal Indian reservations and 53 million acres of trust lands; programs and stangalibilities of the Riverse of Ledion Affairs. and Aleuta from about 300 federal Indian reserva-tions and 53 million acres of trust lands; programs and responsibilities of the Bureau of Indian Affairs; and demographic information on Indian birth rates, infant death rates, life expectancy, causes of death, and suicide rates. A section of questions and an-swers defines/describes what an Indian is, what a tribe is, how Indians become tribal members, what an Indian reservation is, the number of Indian lan-guages, military service of Indians, relationship to the federal government, citizenship and voting rights, legal rights and obligations, treaty relation-ships, and tribal governments. Among additional in-formation sources presented are a selected 61-item bibliography, 5 sources of Indian photographs, a list of Bureau of Indian Affairs Area Offices, and a list of 14 national Indian organizations. (NEC)

ED 280 665

Sexual Abuse of Indian Children. Hearing before the Subcommittee on Criminal Justice of the Committee on the Judiciary. House of Representatives, Ninety-Ninth Congress, Second Session on H.R. 3926. (January 30, 1986). Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—87

Note—42p; Serial No. 94. Some pages contain marginally legible print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materi-

als (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Reservations,
\*American Indians, \*Child Abuse, \*Court Litigation, Federal Indian Relationship, Federal Legislation, Hearings, Justice, Punishment, \*Sexual
Abuse, \*Tribes
Identifiers—Congress 99th, \*Criminal Justice, Na-

Identifiers—Congress 99th, \*Criminal Justice, Navajo (Nation)
This transcript presents testimony and prepared statements regarding H.R. 3826, which proposes to amend Title 18 of the United States Code to make felonious sexual molestation of a minor an offense within American Indian country. Representative Rick Boucher, author of the legislation, indicated that, while the bill would extend to Indians the same extention now experimen non-Indians, it would not that, while the bill would extend to Indians the same protection now governing non-Indians, it would not deprive Indian tribal courts of jurisdiction. Deputy Assistant Attorney General Victoria Toensing supported the legislation because, in conjunction with offenses currently listed in the Major Crimes Act, it would cover all defined serious sexual offenses against Indian children by Indians. Susan Shown Harjo, Executive Director, National Congress of American Indians, indicated that the 126 Indian constraints also remeasure sedoces the anested American Indians, indicated that the 126 Indian governments she represents endorse the amendment and see it as necessary to fight the nearly 25% increase in Indian child sexual abuse that took place from 1983 to 1984. Written testimony of the Navajo Nation addressed the definition of "sexual molestation of a minor" and the impact on the Navajo Nation resulting from the disparities in legal standards between Arizona, New Mexico, and Utah. Written testimony of the American Indian Law Center concurred that the legislation is important for solving child sexual abuse. (NEC)

RC 016 183

ED 280 666 RC 016 18
Davis, E. Dale
The Lumbee Indians of Robeson County, North
Carolina, and Their Schools.
Pub Date—Dec 86

Pub Date—Dec 86

Note—15p.; Paper presented at the National Conference of Christians and Jews (Rembroke, NC, December 19, 1986),
Pub Type— Historical Materials (060) —
Speeches/Meeting Papers (150)
EDRS Price - MF0L/POLI Plus Pustage.
Descriptors—\*Access to Education, \*American Indians Education, American Indians, Educational Change, \*Educational Discrimination, Educational Facilities, \*Educational Discrimination, Educational Facilities, \*Educational Discrimination, Educational Facilities, \*Educational History, Elementary Secondary Educational Page 1988 (1998) Discrimination, Educational Facilities, \*Educa-tional History, Elementary Secondary Education, Equal Education, Ethnic Discrimination, Higher Education, Local History, School Community Relationship, School Segregation, \*School Sup-port, State History Identifiers—\*Lumbee (Tribe), \*North Carolina (Robeson County), Pembroke State University

NC Since 1835 when a state constitutional convention denied them the right to attend school, the Lumbee Indians of Robeson County, North Carolina have established a strong educational system. Although another constitutional convention in 1868 mandated public school terms for all children, the county had few schools until 1885 and no schools specifically for Indians. Unaccepted by the white community and too proud to fit into segregated black communities, the Lumbees remained unschooled. In 1885, Hamilton McMillan sponsored legislation to establish a normal school in Robeson County to train Lumbee Indian teachers. Because most young people interested in training were illiterate, no work above grade seven was offered until 1926. In 1926 the first normal school graduates began teaching in Robeson County schools. Interest in education grew among the Lumbees and in 1939 the high school separated from the normal college. In 1940 the normal college, then Pembroke State College, awarded the first 4-year degrees. Today former Lumbee schools are desergegated and provide education for all Robeson County children. Pembroke State College was among the first southern colleges to remove all racial restrictions, admitting whites in 1933. During the 1960s, under its first Lumbee president, Pembroke State made the transition from a small, relatively unknown college to a fast growing regional university. The rest of the paper describes Since 1835 when a state constitutional convention small, relatively unknown college to a fast growing regional university. The rest of the paper describes present-day Pembroke State University. (LFL)

ED 280 667 RC 016 184 Children and Families in the Midwest: Employment, Family Services and the Rural Economy, Hearing before the Select Committee on Children, Youth, and Families. House of Representa-

tives, Ninety-Ninth Congress, Second Session (Gelesburg, IL, August 11, 1986). Congress of the U.S. Washington, DC. House Select Committee on Children, Youth, and Families. Pub Date—87
Note—214p.: Some second

lect Committee on Children, Youth, and Families. Pub Date—87
Note—87
Note—214p.; Some pages contain marginally legible print.
Available from—Superintendent of Documents, Congressional Sales Office, U. S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDBS Price - MP01/PC09 Pins Postage.
Descriptors—Child Abuse, Coping, "Dislocated Workers, Beonomic Factors, "Ramily Problems, Family Violence, Farmers, Government Role, Health Needs, Hearings, Job Layoff, Personal Narratives, Quality of Life, "Rural Economics, "Runal Family, Rural Farm Residents, Stress Variables, Underemployment, "Unemployment Identifiers—Congress 99th, "Economic Effects, Economic Impact, "Illinois (Central) The House select committee met to hear testimony from parents, children, service providers, and researchers concerning the effects of job and income loss on families in central Illinois. The testimony of the first panel consisted of personal narratives. A high school student whose parents may move the family in order to find better paying jobs discussed the threat of leaving friends, relatives, and school. Three men discussed personal and family hardships that resulted when they were laid off from jobs in farm machinery manufacturing. Another man told how he feels about raising a family while working at a minimum wage, dead-end job. Two social workers from agencies serving families in the region discussed of researchers and service providers. Their testimony outlined the effects of the long-term agricultural depression on rural health care, examined the parallels between 1930s depression families and today's farm families, reported perceptions of farm residents regarding quality of life and levels of stress, and documented the need for mental health and other family support services. This report includes transcription of the hearing proceedings, prepared statements, letters, and supplemental materials. (JHZ)

ED 280 668 RC 016 185 Nisqually Indian Tribe's Adult Education Pro-gram. An Adopter's Guide. Nisqually Indian Tribe, Olympia, WA. Education Dept.

Naqually Indian Tribe, Olympia, WA. Education Dept.

Spons Agency—Office of Indian Education (ED), Washington, D.C.

Pub Date—Jul 86
Contract—600-852001
Note—55p.

Pub Type— Reports - Descriptive (141) — Guides
- Non-Classroom (055)
EDRS Price - MP01/PCO3 Plus Postage.

Descriptors—Adult Basic Education, "Adult Education, "Adult Programs, "American Indian Education, "Adult Programs, "American Indian Education, "Active Programs, Individualized Education Programs, Employment Services, High School Equivalency, Programs, Individualized Education Programs, Needs Assessment, Postsecondary Education, Program Descriptions, Program Effectiveness, "Program Implementation, Records (Forms), Resource Materials, Student Records, Student Recruitment, Tutoring

source Materials, Student Records, Student Recruitment, Tutoring
Identifiers—General Educational Development
Tests, \*Nisqually (Tribe)
Serviag Native American adults of Thurston and
Pierce communities, the Adult Education Program
individualizes instruction and makes full use of
tribal community resources to improve educational
level and employment opportunities. Major program goals are to increase high school equivalency
completion rates, to enhance ability of identified
extreme need adults to begin General Education
Development (GED) tutoring, and to increase successful postsecondary and vocational education referral and job referral rates. Program services are
coordinated by a task force that includes representatives from education, health and social services, and
other tribal departments. The education director, and
an advocate-tutor provide other tribal departments. The education director, a tutor-counselor, and an advocate-tutor provide GED and adult basic education (ABE) instruction, counseling for postsecondary and vocational educa-tion, and assistance with job seeking. The success rate for those attempting the GED is 97%. The ABE program has more than 60 participants each year, and 96% demonstrate mastery of a majority of their

academic objectives. More than 50 adult Indians receive career guidance annually, and more than 25% go on to enroll, primarily at community colleges. Included with this program description is a 24-page section of student recordkeeping forms, a community needs assessment survey form, GED and ABE skills lists, a student interest survey, and an educational development plan. (JHZ)

ED 280 669
Utah Migrant Education Annual Summer Evaluation Report, 1986.
Utah State Office of Education, Salt Lake City.
Spons Agency—Department of Education, Washington, DC.
Pub Date—86 RC 016 192

Spons Agency—Department of Education, Washington, DC.
Pub Date—86
Note—51p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC03 Plas Postage.
Descriptors—Academic Achievement, Achievement Gains, Elementary Secondary Education, Eligibility, \*Instructional Improvement, \*Migrant Education, \*Migrant Programs, Outreach Programs, Pretests Postests, \*Program Evaluation, Program Improvement, Reading Achievement, Role Models, School Demography, School Districts, Student Characteristics, Student Recruitment, \*Summer Programs Identifiers—Migrant Student Record Transfer System, \*Utah Basic educational statistics, data on academic gains, and summaries of program observations are included in this evaluation of Utah's Migrant Education programs. The overview notes that 11 districts of a possible 40 in the state participated in the program in 1986, with 10 summer-only and 1 year-round programs. Background information explains the Migrant Student Record Transfer System (MSRTS), describes student identification and recruitment procedures, and defines eligibility. Information about migrant students includes breakdown by gender (51.82% male, 48.18% female); by migrant status (55.1% settled out, 41.02% interstate, and 3.88% intrastate; by ethnicity (76.22% Hispanic, 12.86% Indian, 7.89% Anglo, and 3.03% Asian); and by age and grade. Pre- and post-est results are reported for the Wide Range Achievement Test by grade level for each program site. A summary of test results notes that few consistent patterns emerged from the analysis. The final section presents excerpts from observations and recommendations made by the site evaluators at each of the 11 programs. Positive observations concerned use of tangibles in early math lessons, student-made observations include using aides for instructional activities, emphasizing students' oral participation, and increasing administrative support. (HZZ)

RC 016 196 ED 280 670

ED 230 670 RC 016 196
Rivera, Manuel G.
Recruitment of Hispanic and Black Students.
Pub Date—Nov 36
Note—29p.; Paper presented at the Annual Conference of the Texas Association of Collegiate Registrars and Admissions Officers (65th, College Station, TX, November 2-5, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education. Admission

able from EDRS.

Descriptors—Access to Education, Admission (School), \*Articulation (Education), \*Black Students, \*Community Colleges, Educational Attainment, Educational Planning, Earollment, Higher Education, \*Hispanic Americans, Institutional Cooperation, Intercollegiate Cooperation, \*Minority Groups, Postsecondary Education, Student Recruitment, \*Transfer Programs, Transfer Students

Identifiers-California, Texas

Identifiers—California, Texas

The issue of recruitment of community college
minority students who are underrepresented in
higher education (Hispanics and Blacks) is complex
and needs various programs which are unique and
fit within the framework of the institution. Historical elements in Texas make it difficult to implement
recruitment efforts. Recent statistics illustrate the
growth of Hispanic and Black populations in Texas
and their lack of educational attainment. Texas Hispanic expollment is mostly in 2-year colleges, makand their lick of educational attainment. Texas ris-panic enrollment is mostly in 2-year colleges, mak-ing the transfer and recruitment of Hispanics crucial in increasing the number of bachelor's degrees. Cali-fornia provides a more efficient and predictable ex-ample of a system in which the first 2 years of

college credit are transferred to a 4-year col-lege/university. Leadership is essential in any effort to increase the transfer rate of minority students. Recruiters must obtain the endorsement of the col-lege president and/or board; identify a location in the college and call it a transfer center; provide 4-year counseling to the community college stu-dent; involve faculty in the effort; and research the institution and set short- and long-term goals and plans. The four most common program components or 24 community colleges to increase minority ac-cess to four-year institutions are curriculum devel-opment, articulation, student transfer information, and student services. (NEC)

RC 016 204

ED 280 671 RC 016 204

Hemandez, Norms G. Descamps, Jorge
Lavolving, Mexican Americans in Higher Education: An Untapped Potential.

Pub Date—Jan 86
Note—Jop.; In: Teaching to Potential. Proceedings of the Regional Conference on University Teaching (2nd, Las Cruces, New Mexico, January 9-10, 1986); see ED 276 328.

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (130)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Affirmative Action, "Change Strategies, "Cultural Influences, Cultural Traits, Economic Status, Educational Change, "Educational Environment, "Equal Education, Paculty Integration, "Higher Education, Playanic American Culture, Humanistic Education, Paculty Integration, "Higher Education, Hispanic American Culture, Humanistic Education, "Mexican Americans, Minority Groups, Multicultural Education, Spanish Speaking, Student Financial Aid, Student Needs Identifiers—"United States (Southwest)

A review of over 500 research studies identified 3 factors influencing the ability of Mexican American students to profit from the instruction currently available in United States colleges and universities: (1) a different language; (2) a different economic situation; and (3) a different response to social and personal interactions. Based on these factors, recommendations can be made for changing universities into pluralistic institutions. Institutions must implement an affirmative plan of action that insures equal education. Every effort must be made to provide financial assistance to capable Mexican Americans students on the services of the Mexican Americans sustention given to the learning style of Mexican Americans must permeate the institution. A strong assistance program must help the districts decrease the understachievement of Mexican Americans students so they may fulfill high school academic requirements and enter college. Colleges and universities must create strong assistance programs to insure the success of Mexican Americans students in the Southwest-apply to other mino

ED 280 672 RC 016 207
Bass Gerald R.
Financing Rural Education.
Pub Date—12 Oct 86
Note—17p.; Paper presented at the National Conference of the Rural Education Association (78th, Little Rock, AR, October 12, 1986).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Categorical Aid, \*Educational Financial Problems, Full State Funding, Grants, Property Taxes, Research Needs, \*Rural Schools, Shared Resources and Services, \*Small Schools, State Aid, Tax Allocation
Identifiers—Funding Formulas
State education agency personnel in 48 states were surveyed regarding current financing practices that would positively affect small school districts. One-half of the states were found to currently provide some typ—of additional operating revenue to small schools or school districts through pupil weighting, identification as geographically isolated, or similar mechanisms in the state aid distribution system. Fewer states provided other forms of supplemental revenue to small districts. Small schools in a majority of states were found to be provided with sufficient funds to transport rural pupils. Most school districts did not have access to or use of the

property tax levy to a greater degree than larger districts. Provision of money in the form of categorical aid or grants to encourage/sponsor shared services between school districts was found to be limited. Suggestions for further research included more accurate description of mechanisms for funding small schools, analyzing impact of existing aid distribution systems, and identifying alternative funding sources/mechanisms that are not currently being employed. Tables of survey data are placed in the text. (LFL)

### SE

ED 280 673

James, Robert K., Ed.
Science, Technology and Society: Resources for
Science Educaters. 1985 AETS Yearbook.
Association for the Education of Teachers in Science; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science,
Mathematics, and Environmental Education.
Pub Date—Mar 86
Note—150p.
Available from—SMEAC Information Reference
Center (SME) ACUIDO:

one—13up. vasilable from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univer-sity, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (38.50).

OH 43212 (\$8.50).

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Course Descriptions, Higher Education, Inservice Teacher Education, Models, Preservice Teacher Education, Science and Society, Science Curriculum, Science Education, Science History, \*Science Instruction, \*Science Teachers, Social Influence, \*Teacher Education Programs, \*Teacher Educator Education Programs, \*Teacher Educator Education Programs, \*Teacher Educator Education, Technology Identifiers—\*Science Technology and Society Courses.

Identifiers—"Science Technology and Society Courses
Designed to specifically assist science educators and science consultants in the preparation of teachers and for the development of curricula, this year-book contains resources and ideas addressing the need for science, technology, society (S/T/S) in school science programs. Eleven papers are organized into three thematic sections. Part one focuses on some foundational aspects of S/T/S and includes: a rationale for S/T/S, an examination of its roots; and an analysis of secondary science teaching practices with implications for S/T/S implementation. The second section presents alternative models for approaching the problem of preparing teachers of S/T/S icience teaching and discusses reasons for revisions in science teacher education; certification redirections; a course in the epistemology and sociology of science; an inservice program; and interdisciplinary S/T/S teaching approaches. The final section examines models and resources for science educators and supervisors to use in assisting schools to develop, adopt, and/or implement S/T/S curricula. (ML)

ED 280 674 SE 047 753

Morris, Robert, Ed.
Studies in Mathematics Education. Volume 5.
Geometry in Schools.
United Nations Educational, Scientific, and Cul-

Geometry in Schools.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102373-X

Pub Date—86

Note—197p.; For volume 4 see ED 266 935.

Available from—Unesco Press, 7 place de Fontenoy, 75700 Paris, France.

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—8Educational Practices, Elementary Secondary Education, Geometric Concepts, \*Geometry, \*International Educational Exchange, \*Mathematics Curriculum, \*Mathematics Education, \*Mathematics Curriculum, \*Mathematics Education, \*Company \*International Exchange \*

matics teaching. Focused on geometry in schools, it presents a panorama of current practices around the world and suggests future trends. The 14 chapters consider: "Developments in Geometry Teaching in Three Arab States" (Bannout and Hussain); "Geometry for 13-year-olds in Canada and the United States" (Robitaille and Travers); "Geometry Teach-

ing in Latin America" (Lluis); "Geometry in Southeast Asia" (Peng-yee and Chong-keang); "Transformation Geometry in Retrospect" (Sinha); "Geometry at Secondary School Level in Sierra Leone" (Labor); "Geometry in the Primary School: What is Possible and Desirable" (Jzn); "Some Problems Concerning Teaching Geometry to Pupils Aged 10 to 14" (Koman, Kurina, and Ticha); "Teaching Geometry in the USSR" (Chernysheva, Firsov, and Teljakovskii; "The Criss of Geometry Teaching" (Glaeser); "An Analysis of Geometry Teaching in the United Kingdom" (Fielker); "What are Some Obstacles to Learning Geometry" (Bishop); "Teacher Education and the Teaching of Geometry" (Meserve and Meserve); and "Microcomputer-based Courses for Secondary School Plane Geometry" (Beil). (MNS)

ED 280 675 SE 047 808 ED 280 675
Troutman, Andria P. Lichtenberg, Betty K.
Mathematics: A Good Beginning, Strategies for
Teaching Children. Thrif Edition.
Report No.—ISBN-0-534-06984-3
Pub Date—87
Note—557p.; First and second editions are no

Note-3579; Trus and second editions are no longer in print.

Available from—Brooks/Cole Publishing Co., 555
Abrego St., Monterey, CA 93940-3286.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP02 Plus Postage. PC Not Available for STORE

Pub Type - Guides - Clasaroom - Teacher (052)
EDRS Price - MF02 Plas Peatags. PC Not Avaliable from EDRS.
Descriptors—Arithmetic, Computation, Elementary Education, "Elementary School Mathematics, Geometric Concepts, Higher Education," Learning Activities, Mathematics Curriculum, "Mathematics Instruction, Measurement, Number Concepts, Problem Solving, Statistics, "Teacher Education, "Teaching Methods Presented is the third edition of a textbook designed for pre- and inservice teachers of elementary school mathematics. The content was selected on the basis of its direct applicability to the mathematical ideas usually introduced in grades K-6. The content is presented in conjunction with appropriate teaching strategies, determined by research findings and relevant contemporary trends. Each concept presented is followed by related activities for children. Sixteen chapters consider: pre-number concepts, our base-ten numeration system addition and subtraction; multiplication and division; factors; multiples, primes, and composites; representing, adding, and subtracting rational numbers; common mathematical difficulties; problem solving; geometric figures and relationships; children's development of geometric ideas; attributes of measurement; measurement of attributes; organizing, representing, and interpreting dats; computer use; and planning and managing instruction. Appendices contain an instructional objectives chart, selected answers for exercises, and material sheets. (MNS)

ED 280 676 SE 047 811

ED 280 676

Help Your Calid Lears Math.

Office of Educational Research and Improvement
(ED), Washington, DC.
Pub Date—[87]

Note—69.
Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF91/PC91 Plus Pastage.
Descriptors—Computation, "Elementary School Mathematics, Estimation (Mathematics, "Learning Activities, "Mathematics Instruction, Measurement, Number Concepts, "Parent Participation, Parent Student Relationship, Primary Education, Problem Solving, "Research Utilization

This brief leaflet for parents states that "the most

lization

This brief leaflet for parents states that "the most important thing you can do is to reinforce the mathematics lessons your child receives in school." The helping strategies are designed for use with children in grades one through three, but may also be useful for older children having difficulty in mathematics. Four types of skills children have when they come to achool are listed. Three essentials needed to learn mathematics are described: understanding, practice, and seeing patterns. Some characteristics of good problem solvers are also noted. Suggestions for working with a child on counting, estimating and measuring, and correcting mistakes are given. Finally, some do's and don't's are listed. (MNS)

ED 280 677 SE 047 814

nan, Joseph effed Natural Gas: A Potential for an Ab at Energy Supply or a Potential for Dang-

National Council of Teachers of Mathematics, Inc.,

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date—85
Note—489; Drawings and photographs may not reproduce well.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postags.
Descriptors—"Controversial Issues (Course Content), Energy, Environmental Education, Phela, Higher Education, Instructional Materials, Interdisciplinary Approach, "Mathematical Applications, Mathematics Curriculum, "Mathematics Education, "Mathematics Guuraction, Problem Sets, Problem Solving, Resource Materials, Secondary Education, "Units of Study
This unit was designed to develop mathematical applications in relation to a community resource issue. It should both motivate mathematics learning and provide meaningful problems for reinforcing understanding of mathematics content and skills, including ratios and percentages, linear equations, exponential functions, graphing, and the reading and interpretation of graphs and tables. A discussion section is intended to give the teacher a good understanding of the issues, present available important data, and elicit mathematics problems. The mathematics is introduced implicitly with diagrams, tables, and graphs embodied in the discussion. The second section contains real-life mathematics problems involving natural gas. Appendices present equivalent measures, additional information on pricing gas, and problem solutions. (MNS)

Romberg, Thomas A. Collis, Kevin F.
Different Ways Children Learn to Add and Sub-tract. Monograph Number 2.
National Council of Teachers of Mathematics, Inc.,

National Council of Teachers of Assaultenance, Nature 1892.
Pub Date—87
Note—1892.
Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$7.50).

22091 (\$7.50).

Pub Type— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—"Addition, "Cognitive Processes, Educational Research, Elementary Education, "Elementary School Mathematics, Foreign Countries, "Mathematics Instruction, Problem Solving, "Subtraction, "Teaching Methods Identifiers—Australia, "Mathematics Education Research

Identifiers—Australia, "Mathematics Education Research
Summarized are the findings from five studies carried out in Australia in 1979-80. First was a 
cross-sectional survey designed to determine the 
memory capacity of a population of children in 
grades 1-3. The second study investigated performance differences on a variety of mathematically 
related developmental tasks for the same group. 
Data from these two studies were used to form clusters of children differing in cognitive capacity. The 
last three studies each used a sample from the six 
clusters. The third study examined the performance 
and strategies used to solve a set of addition and 
subtraction word problems. The fourth study involved repeated assessment of performance on 
items measuring addition and subtraction objectives. Finally, the children and their teachers were 
observed to see how addition and subtraction were 
taught and the relationship of instruction to the children's cognitive capacity. The results show that taught and the relationship of instruction to the children's cognitive capacity. The results show that children's differences in capacity were reflected in their performance and in the strategies used to solve problems. However, instruction did not vary. The capacity of children to process information, the procedures they invented to solve problems, and the way instruction was carried out did not seem related to each other. (MNS)

ED 280 679 SE 047 820 Lindquist, Mary Montgomery, Ed. Shulte, Albert P., Ed.

Learning and Teaching Geometry, K-12. 1987
Yearbook.
National Council of Teachers of Mathematics, Inc.,
Reston. Va.
Report No.—ISBN-0-87353-235-X
Pub Date—87
Note—257p.
Available from—National Council of Teachers of
Mathematics, 1906 Association Dr., Reston. VA
22001 (Ed. Co. 15.) Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$16.00; 10 or more copies 20% discount). Pub Type—Guides - Classroom - Teacher (052)— Reference Materials (130) — Collected Works -General (020).

Decument Net Available from EDRS.
Descriptors—Calculus, Computer Graphics, Educational Change, Elementary Secondary Education, "Geometric Concepta, "Geometry, "Learning Activities, Learning Theories, Mathematica Applications, "Mathematics Curriculum, "Mathematics Education, "Mathematics Instruction, Preservice Teacher Education, Probability, Problem Solving, Programing, Research Utilization, Yearbooks
This yearbook contains 20 articles pertaining to geometry instruction. Part 1 considers "Perspectives," with articles on the van Hiele model, resolving dilemmas, implications of using computer graphics, chances of geometry surving in the secondary curriculum, and role of Euclidean geometry. Part 2 provides "A View of Problem Solving and Applications"; articles concern using geometry for teaching problems solving in grades K-9, creative geometry problems, using Logo in secondary school geometry, and some modern uses of geometry. "Activities in Focus" is the topic of part 3; articles consider activities with aquares in elementary school geometry, spatial perception in primary grades, investigations with similarity in middle grades, constructing polyhedra, and conic sections. In part 4, "A Look at Geometry and Other Mathematics," are articles on probability in high school geometry, mathematical applications of geometry, calculus resdiness, and geometric counting problems. Finally, part 5 contains two articles under the heading of "Preparing Teachers," one focusing on activities based on cognitive research, and one on college geometry courses. (MNS)

ED 280 680 SE 047 821

Schagf, William L.
The High School Mathematics Library. Eighth
Edition.
National Council of Teachers of Mathematics, Inc.,

National Council of research
Reston, Va.
Report No.—ISBN-0-87353-238-4
Pub Date—87
Note—92p.; For the seventh edition see ED 214

772.
Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$7.80, 10 or more copies 20% discount). Pub Type— Reference Materials - Bibliographies (131)

Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, High Schools, \*Instructional Materials, \*Mathematics Instruction, \*School Libraries, Secondary Education, \*Secondary School Mathematics, Two Year Colleges

Instruction, \*School Libraries, Secondary Education, \*Secondary School Mathematics, Two Year
Colleges
This eighth edition of the bibliography reflects
changes in emphasis in the secondary school mathematics curriculum. The booklet is addressed primarity to high school students of all ability levels and to
their mathematics teachers, and should also be of
interest to students and instructors of mathematics
in two-year colleges as well as librarians in both
public and school libraries. About 200 titles of books
published since 1990 have been added and obsolete
titles were deleted; the entire list numbers about
1,000 books. Certain titles are starred as a guide
where library budgets are limited. The books, most
with a brief annotation, are listed by category: expository mathematics; foundations and philosophy
of mathematics including logic; history and cultural
evolution of mathematics; biographies and personalities; science and mathematics, recreational mathematics; arithmetic, numeration, computation;
algebra, calculus, analysis; geometry; topology, networks, polyhedrons; theory of numbers; probability,
statistics; metric measures; computer science; professional books for teachers; dictionaries and handbooks; publications of the National Council of
Teachers of Mathematics; publications of the Mathematical Association of America; and periodicals
and journals. An appendix lists addresses for current
publishers. (MNS)

ED 280 681 SE 047 825

ED 280 681 SE 047 825

McKinney, Kay

How the Experts Teach Math. Research in Brief.

Office of Educational Research and Improvement

(ED), Washington, DC.

Pub Date—Nov 86

Note—3p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Elementary School Teachers, Lesson Plans, \*Mathematics Instruction,

\*Research Utilization, Socioeconomic Influences, \*Teacher Effectiveness, \*Teaching Methods Findings are reported from a six-year study of seven expert mathematics teachers who taught in elementary schools in very poor neighborhoods with "difficult" students or in economically de-pressed areas with high unemployment. Compared with novice teachers, the expert teachers used time more wisely, organized lessons better, and knew their content and how to help children learn it. Each of these aspects is discussed with specifics noted. The three aspects are intertwined, and expert teach-ers know how to combine the three so that their students are successful. (MNS)

ED 280 682 SE 047 838

ED 280 682 SE 047 83
Long, Richard L., Jr.
The Development of Course Assignments in Chemical Engineering for Freshmen and First Year
Graduate Students from Chemical Engineering
Research.
Pub Date—10 Jan 86
Note—9p.
Reports General (140)

Note—yp.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—\*Chemical Engineering, \*College Science, \*Engineering Education, \*Graduate Study, Higher Education, Models, \*Science Curriculum, Science Education, Skill Development, \*Student

Science Education, Skill Development, "Student Research
The approach taken to chemical engineering education at New Mexico State University is described in this report. The curriculum model for its undergraduate and graduate program emphasizes both content and skill development. Involvement in tasks related to ongoing research projects is stressed and serves as the basis for course assignments at the freshman and first year graduate level. Specific insormation is provided by way of tables and figure. These include: (1) the undergraduate chemical engineering curriculum model; (2) a listing of important skills for chemical engineers; (3) a graduate chemical engineering curriculum model, and (4) examples of course assignments developed from research. (ML)

SE 047 843

ED 280 683 SE 047 84
Benson, Garth D.
Teachers' and Students' Understandings of Biol-

ogy.
Pub Date—84
Note—404p.; Ph.D. Dissertation, University of Al-

Pub Date—84
Note—404p.; Ph.D. Dissertation, University of Alberta.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MFDI/PC17 Plus Postage.
Descriptors—Biology, Case Studies, \*Concept Formation, Foreign Countries, \*Philosophy, Qualitative Research, Science Education, \*Science Instruction, Science Teachers, Secondary Education, \*Secondary School Science, Student Attitudes, Teacher Attitudes, Teacher Influence Identifiers—Canada, \*Philosophy of Science, Science Education Research
This study was designed to describe teachers' and students' conceptions of biology and biological knowledge. The conceptions were revealed through observations of classroom events, individual discussions, and interpretations of verbal communications recorded during classroom presentations and were described in terms of significant positions in a philosophy of biology. Three biology teachers and eighteen students participants' conceptions of biology were analyzed and the individuals were grouped according to the philosophy of biology they most frequently exhibited. The three teachers were perceived as exhibiting a modified positivistic position. Conclusions reached in the study indicate biology is conceived by the majority of the participants in a positivistive manner. The teachers conceive of it in this way and their lesson presentations reinforce their conceptions. Students generally adopt a conception of biology that agrees with the teachers' view. (ML)

ED 280 684

SE 047 844

Perry, Leland M. Grossnickle, Foster E.

Using Selected Manipulative Materials in Teaching Mathematics in the Primary Grades.

Pub Date—Apr 87

Note—14p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary

Education, \*Elementary School Mathematics,

\*Manipulative Materials, \*Mathematics Instruc-

tion, "Primary Education, "Research Utilization, Surveys, "Teaching Methods Identifiers—"Mathematics Education Research This paper examines two major questions regarding the use of manipulatives in teaching and learning mathematics in the elementary school. First, what does recent research indicate about this topic? It was found that research indicate about this topic? It was found that research indicate shout this topic? It is of appropriate kinds of manipulatives for the beginning phases of learning new concepts. Second, what is the extent of availability and usage of manipulatives in grades K through 37 A survey was completed of 75 primary teachers in 11 Southern California schools regarding four types of manipulatives. More than 70% of the schools had available uniffix cubes and Cuisenaire rods, while less than 46% had abacuses and base 10 blocks. In terms of frequency of use, teachers of grades K through 3 reported a usage of "some" and "often" of 75% for uniffix cubes, 40% for Cuisenaire rods, 19% for abacuses, and 29% for base 10 blocks. Four recommendations for clarifying the role of manipulative materials are included. (Author/MNS)

ED 280 685 SE 047 Linkous, L. W. And Others Enright Arithmetic Program: Pilot: Urban Inte-mediate School. Preliminary Research Report Pub Date—15 Nov 85 SE 047 845

Pub Date —15 Nov 85
Note—7p.
Pub Type—Reports - Research (143)
EDRS Price - MPDI/PC01 Pus Postage.
Descriptors—Diagnostic Teaching. Educational
Research, Elementary Education, "Elementary
School Mathematics, "Error Patterns, "Field
Studies, Intermediate Orades, "Mathematics Instruction, Mathematics Skills, "Remedial Instruction, Mathematics Education Research
The Enright Arithmetic Program is a diagnostic-prescriptive program designed to facilitate an effective remedial effort. The program is assed on establishing for each student the set of skills that student needs to learn and also identifies the error pattern causing the student's current failure. Practice materials for each needed skill are provided. This document briefly reports on a pilot testing of the program in grades 5-8 in an urban New England area which indicated that 16.3% of the school"s population was on grade level. Scores from the city-wide test in mathematics were used as a pre-post measure of student growth; the criterion-referenced measure, 61% of the students made greater than a one-year gain in computation and 10% at grade 8 made over a one-year gain in computation and 50% at grade 8 made over a one-year gain in computation. The data were also analyzed to project the impact of the program on below-grade-level students, with results supporting the positive effect of the program on skill acquisition. (MNS)

ED 280 686

Research Matters...To the Science Teacher, 1987.

National Association for Research in Science Teaching.

Pub Date...87

Note...9p.; For the 1984 issues, see ED 273 489; for the 1985 issues, see ED 273 490. The 1986 issues are entered under individual titles; see ED 266 957-961.

Pub Type... Reports. Designation of the 1986 issues are entered under individual titles; see ED 266

937-961.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Cognitive Processes, "Cognitive Style, Computer Uses in Education, Elementary School Science, Elementary Secondary Education, Instructional Improvement, Learning Modalities, "Metacognition, "Microcomputers, Science Education, "Science Instruction, Secondary School Science, Skill Development Identifiers—Concept Maps, "Science Education Research

Research
Suggestions for instructional improvement are offered for science teachers in this compilation of research summaries on specific areas of science
education. This series examines the topic areas of:
(1) higher-order cognitive skills (focusing on developing operational definitions and classification
schemes for cognitive skills); (2) microcomputers in
science instruction (synthesizing research findings
on the effectiveness of microcomputers in teaching
and learning); (3) learning styles (describing several
models or systems that have attempted to explain an

adividual's learning style); and (4) metacognitive trategies (highlighting the values of metacognitive and metaknowledge strategies and describing the metions of concept maps and vee diagrams in setacognitive learning). (ML)

ED 280 687

SE 047 849

and Scientists Explore the World of Nature.
Beok 1 Primary Level.
eport No.—ISBN-0-86653-069-X

se-82

Pagnet No.—139N-0-8093-2-089-X
Pub Date—37p.; Illustrated by Elaine Scott. For books
2-12 of this series, see SE 047 850-860.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, Il. 62321-0299 (\$3.95-GA402; \$47.40
for set of 12 titles-GA1104).
Pub Type—Guides - Classroom - Tescher (052)
EDRS Price - MF01 Phs Pestage. PC Not Available from EDRS.
Descriptors—Animals, Educational Games, "Elementary School Science, "Environmental Education, "School Science, Education, "Science Activities, Serient Participation, Physical Environment, Primary Education, "Science Activities, Science Education, "Science Activities, Science Education, "Science Instruction, "Trees
Identifiers—"Plants (Botany)
Designed to present interesting facts about sci-

struction, "Trees Identifiers—"Plants (Botany)
Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The first section focuses on trees and investigates types common to all states and climates. A tiny seed mascot, known as Olie Acorn, introduces the children to various characteristics of the trees with picture fill-ins, songs, games, and experimental projects. A section is also included on animals and their interdependence with plants. Directives for the individual activities are provided in the teacher/parent guide section and include: (1) discussion questions; (2) explanations of the learning activities with answer key; (3) vocabulary list; and, in most cases, (4) extended activities. (ML)

SE 047 850

Pens. Linda Young Scientists Explore Insects. Book 2 Primary Level.

June Schemers School 2 Primary Level.

Report No.—ISBN-0-86653-070-3

Pub Date—82

Note—37p.; Illustrated by Charlene Czerniak. For volumes 1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (33.95—GA403; \$47.40 for set of 12 titles—GA1104).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Phus Postage, PC Not Available from EDRS.

Descriptors—Educational Games, "Elementary School Science, "Environmental Education, Physical Environment, Primary Education, "Science Activities, Science Education, "Science Instruction

Identifiers—"Insects

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains suggestions for students to investigate the natural world and numerous black and white illustrations. The activities focus on nine easily recognized insects bees, beetles, lady bugs, lightning bugs, ants, mosquitoes, flies, butterflies, and moths. Exercises are also included on the parts of insects and the types on insects. Directives for the individual activities are provided in the teacher/partent guide section. These include suggestions for: (1) discussion questions; (2) the actual activities; (3) vocabulary list; and in most cases (4) extended activities. (ML)

ED 280 689 Penn, Linda

SE 047 851

oung Scientists Explore Air, Land, and Water Life, Book 3 Primary Level. leport No.—ISBN-0-86653-071-1

Life. Book 3 Primary Level.

Report No.—ISBN-0-86653-071-1

Pub Date—82

Note—44p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (33.95-GA404; \$47.40 for set of 12 titles-GA1104).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MP01 Plus Poetage. PC Not Available from EDRS.

Descriptors—\*Animals, Educational Games, \*Elementary School Science, \*Environmental Educamentary Science, \*\*Environmental Educamentary \*

iptors—\*Animals, Educational Games, \*Ele-tary School Science, \*Environmental Educa-

tion, \*Learning Activities, Parent Participation, Physical Environment, Primary Education, \*Science Activities, Science Education, Science Instruction

-Birds, \*Fishes

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities locus on familiar animals that are found in the air, on land, and in the water. A duckling named Little Mac Mallard introduces the learning games, fill-ins, songs, and experiments which center on animal characteristics and behaviors. Directives for the individual activities are provided in the teacher/parent guide section and includer. (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases (4) extended activities. (ML)

ED 280 690

SE 047 852

ED 250 upo Penn, Linda Young Scientists Explore Butterflies and Moths. Book 4 Primary Level. Report No.—ISBN-0-86633-111-4

Book 4 Primary Level.

Report No.—ISBN-0-86653-111-4

Pub Date—83

Note—37p; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (33.95-GA452; \$47.40 for set of 12 titles-6A1104).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Animals, Educational Games, "Elementary School Science. "Environmental Educamentary School Science. "Environmental Educamentary School Science." Environmental Educamentary School Science. "Environmental Educamentary School Science."

able from EDRS,
pescriptors—"Animals, Educational Games, "Elementary School Science, "Environmental Education, "Learning Activities, Parent Participation,
Physical Environment, Primary Education, "Science Activities, Science Education, Science In-

Identifiers—"Butterflies, "Insects
Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on butterflies and moths and their stages of development. The first section contains exercises on recognizing insect body parts and habits and the differences between moths and butterflies. Section two introduces the complete life cycle from egg to adult, with practical suggestions for locating and raising caterpillers common to most areas. Directives for the individual activities are provided in the parent/teacher guide section and include: (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases, (4) extended activities. Identifiers—\*Butterflies, \*Insects

SE 047 853

Penn, Linda Young Scientists Explore Seasons. Book 5 Primary Level.

Level.

Report No.—ISBN-0-86653-123-8

Pub Date—83

Note—37p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, IL 62321-0299 (\$3.95-6A453; \$47.40

for set of 12 titles—GA1104).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Pustage. PC Not Available form EDBS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Games, "Elementary School Science, "Environmental Education, "Learning Activities, Parent Participation, "Physical Environment, Primary Education, "Science Activities, Science Education, "Science Instruction, Weather Identifiers—"Seasons Designed to present interesting facts."

Identifiers—"Seasons
Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natival world and numerous black and white illustrations. The activities focus on signs of the four seasons. Materials are included for assembling a seasons activity booklet and guidelines are given for a seed-planting experience. A seasonal story and rhymes and riddles are highlighted. A section on weather is also offered. Directives for the individual activities are provided in the teacher/parent guide section and include: (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases, (4) extended activities. (ML)

SE 047 854

ED 280 692 Penn, Linda Young Scientis ng Scientists Explore Animal Friends. Book 6 imary Level. ort No. -- ISBN-0-86653-124-6

Report No.—I Pub Date—83

Pub Date—83

Note—37p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$3.95-GA454; \$47.40
for set of 12 titles—GA1104).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Animals, Educational Games, "Elementary School Science, "Environmental Education, "Learning Activities, Parent Participation,
Physical Environment, Primary Education, "Science Activities, Science Education, Science Instruction

ence Activities, Science Education, Science Instruction
Identifiers—\*Humane Education, \*Pets
Designed to present interesting facts about science and to heighten the curiosity of primary age
students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on animals that can be
cared for as pets, both at home and in the classroom.
An introductory section contains a song, pet puzzler, and cutoust. A section on large pets and a
section on small pets highlight animals such as dogs,
cats, gerbils, parakeets, crabs, rabbits, frogs, and
chameleons. Emphasis is placed on the proper care
of the animals. Directives for the activities are provided in the teacher/parent guide section and include: (1) explanations of the learning activities; (2)
an answer key; and (3) suggestions for extended
activities. (ML)

ED 280 693 SE 047 855

ELJ 220 093 SE 047 85 Penn, Linda Young Scientists Explore the Kingdom of Planta, Book 7 Primary Level, Report No.—ISBN-0-86653-315-X Pub Date—85

Report No.—ISBN-0-8003-313-X
Pub Date—85
Note—41p.; Illustrated by Elaine Scott. For volumen 1-12 of this series, see SE 047 848-860.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (83.95-GA651; \$47.40
for set of 12 titles-GA1104).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Games, "Elementary
School Science, "Environmental Education,
"Learning Activities, Parent Participation, "Physical Environment, "Plant Growth, Primary Education, Pupperty, "Science Activities, Science
Education, Science Instruction, Songs
Identifiers—"Plants (Botany)
Designed to present interesting facts about sci-

Identifiers—"Plants (Botany)
Designed to present interesting facts about science and to beighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on plants with an emphasis on pollens and seeds. The first section, entitled "Pollen, Plants and People," consists of songs, art exercises, and instructions for making a puppet. Pollinators are highlighted in the second section through puzzles, a song, an experiment, and a game. The third section is devoted to exercises using seeds. Suggestions for extended activities are included in the teacher/parent guide section. (ML)

SE 047 856 ED 280 694

Penn, Linda

ED 280 694 SE 047 856
Penn, Linda
Young Scientists Explore Dinosaurs. Book 8 Primary Level.
Report No.—ISBN-0-86653-313-3
Pub Date—85
Note—47p: Illustrated by Karan Kaspar. For volumes 1-12 of this series, see SE 047 848-860.
Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (83.95—GA652; \$47.40 for set of 12 titles—6A1104).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Animals, Educational Games, "Elementary School Science, "Environmental Education, "Learning Activities, Parent Participation, Physical Environment, Primary Education, Puppetry, "Science Activities, Science Education, Science Instruction, Songs Identifiers—"Dinosaurs, "Reptiles
Designed to present interesting facts about sci-

ence and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. Activities that focus on the dinosur are organized into five sections. These include: (1) "Dinosur Facts/Then and Now" (exploring bird and reptile characteristics); (2) "Dinosur Hggs/Pacts and Fun" (containing experiments, a song, and an art activity); (3) "The Dinosaur Dentist" (examining the two major classes of dinosaurs by their teeth); (4) "Prehastoric Plant Detective" (including activities that belp students to discover dinosaur food in the form of plants and trees that exist today); and (5) "Final Features" (providing a pattern and instructions for a dinosaur puppet). The teacher/parent guide section contains directives for assembling a dinosaur egg-puppet carrying case and also identifies sources for additional dinosaur activities. (ML)

ED 280 695 Penn, Linda

SE 047 857

ED 280 695

Pens, Linds
Young Scientists Explore the Sun, Moon and
Stars. Book 9 Primary Level.
Report No.—ISBN-0-86653-314-1
Pub Date—85
Note—57p; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, II. 62321-0299 (83.95—GA653; \$47.40
for set of 12 titles—GA1104).
Pub Type—Guides - Casaroom - Teacher (052)
EDRS Price - MP01 Phas Postage, PC Not Available from EDRS.
Descriptors—Barth Science, Educational Games,
"Elementary School Science, "Environmental
Education, "Learning Activities, Parent Participation, "Science Activities, Science Carcers,
Science Education, Science Experiments, Science
Instruction, Songs, "Space Sciences
Designed to present interesting facts about science
and to heighten the curiosity of primary age
students, this book contains activities about the natural world and numerous black and white illustrations. The activities specifically focus on space
acience and allow the children to view themselves as
future space scientists. Section one contains activities
on astronauts. The second section emphasizes
space travel and examines gravity and provides directions for constructing a rocket booster. A number of experiments as well as songs and games about
the sun, moon, and the solar system are included in
the third section. A certificate to acknowledge students as future astronauts its also provided. The
teacher/parent guide section contains the answer
keys for the activities. (ML)

ED 280 696

SE 047 858

ED 280 696

SE 047 858

Penn. Linda
Yeung Scientists Explore Parks and Playgrounds.
Book 10 Primary Level.
Report No.—ISBN-0-86653-350-8
Pub Date—86
Note—48p.; Illustrated by Elaine Scott. For volumes 1-12 of this aeries, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (33.95-GA685; \$47.40
for set of 12 titles—6A1104).
Pub Type—Guides—Classroom—Teacher (052)
Pub Type—Guides—Classroom—Teacher (052)
Pub Type—Guides—Classroom—Teacher (052)
Poscriptora—Educational Games, "Elementary
School Science, "Environmental Education, Parent
Participation, "Parks, Physical Environment,
"Playgrounds, Primary Education, Proppetry,
"Science Activities, Science Education, Science
Instruction, Songs
Identifiers—Scassons
Designed to present interesting facts about sci-

Instruction, Songs I Identifiers—"Seasons Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The setting of parks and play grounds forms the basis of the activities in this guide. The activities unfold in a seasonal format, and examine the changes in living things that occur in fall, winter, and spring. The first section on fall includes a sassafras classification game, songs, directions for puppet making and maple leaf rubbings, a maple seed game, and an insect experiment. Fine arts activities and science experiments focus on signs of fall and winter in the second section. The third section highlights springtime and includes songs, stories and activities about science in spring. Additional directives are

offered in the teacher/parent guide section for most of the activities. (ML)

ED 280 697

SE 047 859

AD 200 Go.

AD 200

Yeung Scientists Explore the Human Body. Book
11 Primary Level.
Report No.—ISBN-0-86653-352-4
Pub Date—36
Note—439; Illustrated by Charlene Czerniak. For
volumes 1-12 of this
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (33.95-GA686; \$47.40
for set of 12 titles-GA1104).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Prices - MP01 Plus Peetage. PC Not Available from EDRS.
Descriptors—Biology, Educational Games, "Elementary School Science, "Environmental Education, "Human Body, "Learning Activities, Parent Participation, "Physiology, Frimary Education, "Science Activities, Science Education, Science Experiments, Science Instruction, Soags
Designed to present interesting facts about acience and to heighten the curiosity of primary age students, this book contains activities shout the natural world and numerous black and white illustrations. The activities specifically focus on the human body and encourage a positive self-concept. The theme of the first section is air-the breath of life. Activities and experiments in this section concentrate on the origin and function of oxygen and on the process of breathing. The second section concentrate on the origin and function of oxygen and on the process of breathing. The second section concentrate on the origin and function of oxygen and on the process of breathing. The second section concentration card game, Brain Waves, is included to point out the uniqueness of the human brain. Directions and explanations for the activities are provided in the teacher/parent guide section. (ML)

ED 280 698

are provined in the teacher/parent guide section.

(ML)

ED 280 698

SE 047 860

Penn, Linds

Yesung Scientists Explore Wild Plants and Animals. Book 12 Primary Level.

Report No.—ISBN-0-86655-351-6

Pub Date—86

Note—42p.; Illustrated by Liz Weiser. For volumes
1-12 of this series, see SE 047 848-860.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (S3.95-6A687; \$47.40

for set of 12 titles—GA1104).

Pub Type—Guides - Classroom - Teacher (052)

EDBS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Animals, Educational Games, \*Elementary School Science, \*Environmental Education, \*Carming Activities, Parent Participation, Physical Environment, Primary Education, Pupetry, \*Science Activities, Parent Participation, Physical Environment, Primary Education, Pupetry, \*Science Instruction, Songs, Wildlife Identifiers—Plants (Botany)

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. This activity book explores easily recognized animals, along with a few not-so-well-known plants. The theme of the first section is fall wildlife in the fields and includes experiments, games and art activities with wild plants and animals. Forcets are highlighted in the second section. The third section explores winter wildlife through exercises on penguins, Antarctica, and on wildlife trivis. Answer keys are provided in the teacher/parent guide section. (ML)

SE 047 861

ED 280 699 SE 047 86 Hill, Jane, M., Ed. Geometry for Grades K-6. Readings from the Arithmetic Teacher. Arithmetic Teacher.
National Council of Teachers of Mathematics, Inc.,

National Council of Teachers of Mathematics, inc., Reston, V. Report No.—ISBN-0-87353-237-6 Pub Date—87 Note—179p. Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.

22091.

Pub Type— Collected Works - General (020) —
Guides - Classroom - Teacher (052) — Journal
Articles (080)

Document Not Available from EDRS.

Descriptors—Elementary Education, "Elementary
School Mathematics, "Geometric Concepts, Instructional Materials, "Learning Activities, Manipulative Materials, Mathematics Curriculum,

\*Mathematics Instruction, Pattern Recognition, Resource Materials, Spatial Ability, \*Teaching Methods

Resource Materials, Spatial Ability, "Teaching Methods
The articles in this collection of readings come principally from the last ten years of the "Arithmetic Teacher." The emphasis is on teaching mathematics in grades K-6, although some articles may include teaching ideas and activities for grades seven and eight. Articles on measurement geometry are not included; the focus is on the development of concepts needed for later work with formulas. A hands-on approach is featured: children are encouraged to observe, comment on, and compare their observations; make guesses about what they have observed; and then prove or disprove their guesses. The articles are loosely grouped into five categories: (1) geometric shapes,; (2) blocks; (3) patterns and stransformations; (4) geometry in unusual ways; and (5) spatial abilities. Not all topics in the elementary school mathematics curriculum are covered, but samples of useful teaching techniques are included in the 33 articles. (MNS)

ED 280 700

SE 047 862

Marks, Rick Problem Solving with a Small "p": A Teacher's

Marks, Rick
Problem Solving with a Small "p": A Teacher's
Vlew.
Pub Date—Apr 37
Note—69p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MFBI/PCB Plus Postags.
Descriptors—"Case Studies, Educational Philosophy, Educational Research, "Mathematics Instruction, Mathematics Teachers, "Problem Solving, Secondary Education, "Secondary School Mathematics, "Teaching Methods Identifiers—"Mathematics Education Research
This case study examined an experienced secondary school mathematics teacher's knowledge and teaching of problem solving, using interviews, classroom observations, teaching documents, and experimental tasks. The informant revealed a broad interpretation of problem solving, integrated with mathematics but widely applicable. This interpretation appeared consistently in his knowledge of problem-solving content, knowledge of problem-solving content, knowledge of problem-solving infuenced his knowledge of problem solving, which in turn shaped his teaching of problem solving, infuenced his knowledge of problem solving, which in turn shaped his teaching of problem solving, which in turn shaped his teaching plotted in places of problem solving, which in turn shaped his teaching of problem solving, which in turn shaped his teaching plotted in places of problems solving, which in turn shaped his teaching of problems solving, shich in turn shaped his teaching plotted in places of problems solving, which in turn shaped his teaching plotted in places of problems solving, which in turn shaped his teaching in places of problems solving, shich in turn shaped his teaching in places of problems solving, shich in turn shaped his teaching in places of problems solving, shich in turn shaped his teaching in places of problems solving, shich in turn shaped his teaching his tracking and has important to the places of problems solving, shich in turn shaped his teaching his places of

ED 280 701

SE 047 863

Moilanen, Carolyn
Project SEED in the Portland Public Schools.
Evaluation Report 1985-86.
Portland Public Schools, OR. Research and Evalue-

Evaluation Report 1985-86.
Portland Public Schools, OR. Research and Evaluation Dept.
Pub Date—Feb 87
Note—389.
Pub Type—Reports - Evaluative (142)
EDBS Price - MF01/PC02 Plus Postage.
Descriptors—"Discovery Learning, Educational Research, Elementary Education, "Elementary School Mathematics, Intermediate Grades, "Mathematics Achievement," Mathematics Instruction, Motivation, Program Evaluation, "Student Attitudes, Teaching Methods Identifiers—Mathematics Education Research, Oregon (Portland), "Project SEED
Project SEED (Special Elementary Education for the Disadvantaged) is a supplementary mathematics program which applies Socratic discovery methods to mathematics instruction. It was implemented in 10 fourth—and fifth—grade classrooms in Portland to improve mathematics achievement and increase students' esteem for mathematics learning. Student achievement growth for the SEED groups was mixed. Four classes made gains greater than the district average, four classes neither gained nor lost, and one class gained less (data from the 10th class are not included). No significant correlations were found between achievement and length of time in the project. Student attitudes did not change significantly; nearly 70% were positive both before and after SEED. The implementation plan was difficult to accomplish, and the SEED curriculum was not integrated with the district's mathematics program. Observations indicated that students were intro-

duced to some elements of exponentiation and were involved in enjoyable classroom activities. It was recommended that SEED be considered as an ex-tracurricular enrichment program. (MNS)

ED 280 702

Congres, John
The Computer Revolution. An Introduction to Computers. A Good Apple Activity Book for

Grades 4-8.

Report No.—ISBN-0-86653-067-3

Pub Date:—82

Note—74p.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$5.95; GA421).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Computers, Elementary Education,
Instructional Materials, "Learning Activities,
"Mathematics Instruction, Number Systems,
Programing, Teaching Methods, "Units of
Study, "Workbooks
Identifiers—"BASIC Programing Language

This booklet is designed to inter-

Study, "Workbooks Identifiers—"BASIC Programing Language This booklet is designed to introduce computers to children. A letter to parents is provided, explaining that a unit on computer swill be taught which will discuss the major parts of the computer and programming in the computer language BASIC Suggestions for teachers provide information on starting, the binary system, base two worksheet, binary cards, mind-reading cards, "Napier's Bones," the "Human Computer," and programming; award certificates and an answer key are also included. The student booklet has sections on what computers, computer components, flow charts, and programming. (MNS)

ED 280 703

SE 047 865

PoBruin, Jerry
Young Scientists Explore the World Around Them.
Book 1-Intermediate Level. A Good Apple Ac-

tivity Book. Report No.—ISBN-0-86653-072-X Pub Date—82

Pub Date—82 Note—37p.; Drawings may not reproduce well. Available from—Good Apple, Inc., P.O. Box 299, Carrhage, IL 62221-0299 (83.95 GA405; \$47.40 for set of 12 titles GA1105). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Earth Science, Educational Games, Elementary Education, \*Elementary School Science, \*Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, Parent Participation, Puzzles, \*Science Activities, Science Loreers, Science Education, Science Instruction, \*\*Sciencial Company Company

"Scientista Desarroll of the Control of the Control of the Control of the Control of Con

ED 280 704

SE 047 866

ED 280 704

DeBruin, Jerry

Young Scientists Expiore Animals, Book 2-Intermediate Level, A Good Apple Activity Book.

Report No.—ISBN-0-86653-073-8

Pub Date—82

Note—40p.; Drawings may not reproduce well.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (83.95 GA406; \$47.40

for set of 12 titles GA1105).

Pub Type—Guides—Classroom—Teacher (052)

EDBS Price—MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Animals, Biology,
Games, Elementary Education, "Elementary
School Science, "Interdisciplinary Approach, Intermediate Grades, "Learning Activities, Parell Participation, Puzzles, "Science Activities, Science Education, Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which

focus on the theme of animals. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided which focus on such topics as: (1) microscopic life; (2) metamorphosis; (3) animal tracks; (4) birds; (5) fish; (6) vertebrates; (7) animal records; and (8) the human skeleton. (ML)

SE 047 867

DeBruin, Jerry Young Scientists Explore the Moon. Book 3-Inter-mediate Level. A Good Apple Activity Book. Report No.—ISBN-0-86653-074-6 Pub Date—82

Pub Date—82 Note—37p; Drawings may not reproduce well. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$3.95 GA407; \$47.40 for set of 12 titles GA1105).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Avail-

Pub Type—Guides - Classroom - Teacher (052)
EDBS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptora—Astronomy, Earth Science, "Educational Games, Elementary Education, "Elementary School Science, Interdisciplinary Approach, Intermediate Grades, "Learning Activities, Observation, Parent Participation, "Science Activities, Science Education, Science Instruction, Skill Development, "Space Sciences
Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the moon. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) using the moon to tell time; (2) observing the moon's phases; (3) identifying features of the moon; (4) recognizing other planet's moons; and (5) decision-making, problem-solving simulation. (ML)

ED 280 706

SE 047 868

DeBruin, Jerry
Young Scientists Explore the Five Senses. Book
4-Intermediate Level. A Good Apple Activity

Report No.—ISBN-0-86653-114-9 Pub Date—83

Pub Date—83
Note—36p.; Drawings may not reproduce well.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (83.95 GA455; \$47.40
for set of 12 titles GA1105).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Phus Postage. PC Not Available from EDRS.
Descriptors—Biology, Educational Games, Elementary Education, \*Elementary School Science,
"Human Body, "Interdisciplinary Approach, Intermediate Grades, "Learning Activities, Parent
Participation, Perception, Physiology, \*Science
Activities, Science Education, Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the five senses. Activity pages focus on the theme of the five senses. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) identifying senses and sense organs; (2) recognizing optical illusions; (3) determining eye dominance; (4) deciphering a code; (5) identifying qualities of a good listener; (6) recording taste and enting paterns; (7) calculating caloric intake; (8) identifying amellis; and (9) discussing personalities, feelings and sensitivity. (ML)

ED 280 707

SE 047 869

DeBruin, Jerry oung Scientists Explore the Weather. Book 5-Intermediate Level. A Good Apple Activity

Report No.—ISBN-0-86653-129-7 Pub Date—83

Note—37p.; Drawings may not reproduce well. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (S3.95 GA456; \$47.40 for set of 12 titles GA1105). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Educational Games, Elementary Education, \*Elementary School Science, \*Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, Meteorology, Parent Participation, \*Physical Environment, \*Science Activities, Science Education, Science Instruction, \*Weather

"Weather
Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the weather. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) weather patterns; (2) weather sayings and lore; (3) major weather records; (4) water cycle; (5) cloud types; (6) wind scales; (7) hurricane names; (8) weather predictions; (9) weather stations; and (10) feelings and weather. (ML)

ED 280 708

SE 047 870

Poell'uni. Jerry
Young Scientists Explore Inner & Outer Space.
Pack & Intermediate Level. A Good Apple Ac-

DeBruin. Jerry

Young Scientists Explore Inner & Outer Space.

Book 6-Intermediate Level. A Good Apple Activity Book.

Report No.—ISBN-0-86653-152-1

Pub Date—83

Note—36p.; Drawings may not reproduce well.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, II. 62321-0299 (\$3.95 GA457; \$47.40

for set of 12 titles GA1105).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Phs Postage, PC Not Available from EDRS.

Descriptors—Developmental Stages, Educational

able from EDRS.
sescriptors—Developmental Stages, Educational
Games, Elementary Education, "Elementary
School Science, "Individual Development, "Interdisciplinary Approach, Intermediate Grades,
"Learning Activities, "Science Activities, Science
Education, Science Instruction, "Space ExploraEducation, Science Instruction, "Space Explora-

Education, Science Instruction, "space Explora-tion
Designed to develop creativity in young learners, his book contains interdisciplinary activities which focus on the theme of space (inner and outer). Ac-tivity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies back-ground information, activity descriptions, materials needed, and possible answers for the activities. A variety of science-oriented exercises are sequenced chronologically based on developmental character-istics of youngsters from prebirth through age 15. These activities are intended to help the youngsters reflect on where they came from, where they are now, and what may be ahead in the future. (ML)

ED 280 709

DeBruin, Jerry
Young Scientists Explore Electricity & Magne-tism. Book. 7-Intermediate Level. A Good Apple Activity Book. Report No.—ISBN-0-86653-269-2 Pub Date—85

Note—36p.; Drawings may not reproduce well. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$3.95 GA654; \$47.40 for set of 12 titles GA1105).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPJI Plus Postage. PC Not Available from EDRS.
Descriptors.—Educational Games, \*Electricity, Elementary Education, \*Elementary Education, relementary Education, relementary Education, Project Participation, Physical Science, Science Activities, Science Education, Science Instruction Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of electricity and magnetism. Activity pages are provided that can serve as front and back covers of a student booklet and the sugested activities can be duplicated for insertion between the covers resulting in a booklet for each

student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. Exercises that are found on even-numbered pages can be done by the teacher at school and those found on odd-numbered pages can be done by parents at home. A process skill is identified for each exercise. The activities focus on such aspects of the subject as: (1) electrical afety; (2) electrical terms; (3) flashlight parts and operations; (4) conductors of electricity; (5) electrical wiring; and (6) electrical consumption. (ML)

ED 280 710

SE 047 872

ED 280 710

DeBruin, Jerry
Young Scientists Explore an Encyclopedia of Energy Activities. Book 3-Intermediate Level. A
Good Apple Activity Book.
Report No.—ISBN-0-86653-270-6
Pub Date—35
Note—36p.; Drawings may not reproduce well.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (53.95 GA655; \$47.40
for set of 12 titles GA1105).
Pub Type—Guides - Classroom - Teacher (052)
EDBCS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptora—Conservation (Bnvironment), Educational Games, Elementary Education, \*Elementary School Science, \*Energy, \*Energy Education, \*Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, \*Physical Science, Education, \*Science Education, Science Instruction
Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of energy, Activity pages are provided to contains interdisciplinary activities which focus on the theme of energy. Activity pages are provided for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) atomic energy; (2) chemical energy; (3) electrical energy; (4) fossil fuels; (5) heat energy; (6) solar energy; (7) recycling, and (8) personal energy. (ML)

SE 047 873

ED 280 711 SE 047 873
DeBruin, Jerry
Young Scientists Explore the World of Water.
Book 9-Instermediate Level. A Good Apple Activity Book.
Report No.—ISBN-0-86653-288-9
Pub Date—85
Note—35p.; Drawings may not reproduce well.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$3.95 GA656; \$47.40
for set of 12 titles GA1105).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Educational Games, Elementary Ed-ucation, "Elementary School Science, Human Body, "Interdisciplinary Approach, Intermediate Grades, Learning Activities, "Oceanography, "Physical Environment, "Science Activities, Science Education, Science Instruction, "Water, Wa-

ence Education, Science Instruction, water, we ter Resources
Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of water. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers result-ing in a booklet for each student. A teacher/parent guide is included and supplies background informa-tion, activity descriptions, materials needed, and possible answers for the activities. A variety of exer-cises are provided on such topics as: (1) the ocean's depth; (2) flow of water in an urban system; (3) water cycle; (4) water conservation; (5) water sports; (6) molecular structure of water; and (7) wa-ter/blood in the human body. (ML)

ED 280 712 SE 047 874

ED 280 124
DeBruin, Jerry
Young Scientists Explore Nature. Book 10-Inte
mediate Level. A Good Apple Activity Book.
Report No.—ISBN-0-86653-339-7

mediate Level. A Good Appearance of the No.—ISBN-0-86653-339-7
Pub Date—36
Note—36p.; Drawings may not reproduce well.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$3.95 GA688; \$47.40
for set of 12 titles GA1105).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage, PC Not Avail-

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP91 Plus Postags. PC Not Avaliable from EDRS.
Descriptors—Educational Games, Elementary Education, "Elementary School Science, Experiential Learning. "Field Instruction, Interdisciplinary
Approach, Intermediate Grades, "Learning Activities, "Natural Sciences, "Outdoor Activities,
"Physical Environment, Science Activities, Science Education, Science Instruction
Designed to develop creativity in young learners,
his book contains interdisciplinary activities which
focus on the theme of nature. Activity pages are
provided that can serve as front and back covers of
a student booklet and the suggested activities can be
duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent
guide is included and supplies background information, activity descriptions, materials needed, and
possible answers for the activities. A variety of exercises are provided on such topics as: (1) naturehikes; (2) weather, wind, and temperature; (3)
clouds; (4) color in nature; (3) quadrant studies; (6)
sounds in nature; (7) nature's cycles; (3) common
trees, flowers, and plants; (9) animal tracks; (10)
litter; and (11) feelings about nature. (ML)

SE 047 875

ED 280 713 SE 047 87

Voung Scientista Explore Rocks & Minerals. Book
11-Intermediate Level. A Good Apple Activity
Book.

Book.

Report No.—ISBN-0-86653-341-9

Pub Date—86

Note—35p.; Drawings may not reproduce well.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (53.95 GA689; \$47.40

for set of 12 titles GA1105).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Earth Science, Educational Games,
Elementary Education, \*Elementary School Science, \*Geology, Interdisciplinary Approach, Intermediate Grades, \*Learning Activities,
Minerals, \*Natural Resources, Outdoor Activities,
Minerals, \*Natural Resources, Outdoor Activities,
Minerals, \*Science Education, Science Instruction

Science Careers, Science Education, Science instruction
Designed to develop creativity in young learners,
this book contains interdisciplinary activities which
focus on the theme of rocks and minerals. Activity
pages are provided that can serve as front and back
covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A
teacher/parent guide is included and supplies background information, activity descriptions, materials
needed, and possible answers for the activities. A
variety of exercises are provided on such topics as:
(1) materials made of rocks and minerals; (2) planetix; (3) moon; (4) earth's core; (5) plate tectonics;
(6) earthquakss and volcanoes; (7) famous geological features; (8) crystals; (9) types of rocks; (10)
hardness soale; and (11) careers in geology. (ML)

SE 047 876

ED 280 714 SE 047 87
DeBruin, Jerry
Young Scientists Explore Light & Color. Book
12-Intermediate Level. A Good Apple Activity
Book.

12-intermediate Level. A Good Apple Activity Book.

Report No.—ISBN-0-86653-358-3
Pub Date—86
Note—36p; Drawings may not reproduce well.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, II. 62321-0299 (\$3.95 GA690; \$47.40
for set of 12 titles GA1105).
Pub Type—Guides - Classroom - Teacher (052)
EDBS Price - MP01 Plus Postage. PC Not Available from EDBS.
Descriptors—\*Color, Educational Games, Elementary Education, \*Elementary School Science, Eyes, Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, \*Light, Physical Sciences, \*Science Activities, Science Education, Science Instruction, \*Vision, Visual Environment Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the them of light and color. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of

exercises are provided on such topics as: (1) refrac-tion; (2) light reflection; (3) eyes and vision; (4) vision problems; (5) color and emotion; (6) hologra-phy; and (7) primary colors. (ML)

ED 280 715

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science
Teaching Annual Conference, Abstracts of Presented Papers (60th, Washington, DC, Agril 23-25, 1967).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio, National Association for Research in Science Teaching; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 87
Contract—400-86-0016
Note—206p.; For 1986 abstracts see ED 266 044.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (55.75).

Pub Type—Collected Works - Proceedings (021)— SE 047 877

(35.75).

Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MP01/PC09 Plus Postage.

Descriptors—Biology, Chemistry, Cognitive Processes, Computer Assisted Instruction, Conceptformation, Curriculum Development, Elementary Secondary Education, Experiential Learning,
Higher Education, Learning Strategies, Microcomputers, Misconceptions, Physics, Problem
Solving, Process Education, "Science Curriculum,
Science Education, "Science Curriculum,
Science Education, "Science Instruction, Science
Teachers, "Sex Differences, Skill Development,
Student Attitudes, "Teacher Education, "Teaching Methods

Student Statistics, Skill Development, Student Attitudes, "Feacher Education, "Teaching Methods Identifiers—"Science Education Research Abstracts of most of the papers, symposis, and poster sessions presented at the 60th conference of the National Association for Research in Science Teaching (NARST) are provided. Subject sreas adversaed include: videodics technology; problem solving; cognitive learning; attitudes toward science; teaching strategies; science, technology, society; learning in informal settings; science process skills; gender differences; teaching with microcomputers; textbooks and instructional materials; information processing; wait time and questioning techniques; teacher concerns; science curriculum; teacher education; misconceptions in science; philosophy of science; and cross-cultural research. (ML)

ED 280 716

SE 047 879

Moore, John A. And Others

Science As a Way of Knowing III—Genetics. Proceedings of a Symposium at the Annual Meeting of the American Society of Zoologists (Baltimore, Maryland, December 27-30, 1985). American Society of Zoologists, Thousand Oaks, CA.

Pub Date—86

Note—343p.; For earlier proceedings, see ED 261 874-875.

Available from—John A. Moore, Dept. of Biology, University of California, Riverside, CA 92521. Free while supplies last.

Journal Cit.—American Zoologist; v26 p573-918 1986

Pub Type—Collected Works - Proceedings (021)—

Journal Cit—American Zoologist; v26 p573-918 1986
Pub Type—Collected Works - Proceedings (021) —
Collected Works - Serials (022)
EDRS Price - MPBI/PC14 Plus Postage.
Descriptors—Audiovisual Aids, \*Biology, \*College Science, \*Genetics, \*Heredity, Higher Education, Instructional Improvement, \*Science and Society, Science Education, Science Instructional Indentifiers—"Science as a Way of Knowing Project 'Science as a Way of Knowing Project Cologists and ten other organizations. The goal of the project is to offer suggestions for making the teaching of biology at the college and university level more effective. The proceedings of the 1985 symposium on genetics are presented in this document. Papers included are: "Thinking and Deciding" (John A. Moore); "Science as a Way of Knowing—Genetics" (John A. Moore); "Stience and Way of Knowing—Genetics" (John A. Moore); "Stience and Way of Mendelian Genetics" (Iris Sandler and Laurence Sandler); "The Structure and Organization of Ge-

netic Msterial" (Monroe W. Strickberger); "The Punction of the Hereditary Materials: Biological Catalyses Reflect the Cell's Evolutionary History" (Bruce M. Alberts); "Patterns of Inheritance" (Hampton L. Carson); "How Important Is Genetics for an Understanding of Evolution?" (R. C. Lewontin); "Genetics of Crop Improvement" (Michael T. Clegg); "Science as a Way of Knowing: Human Genetics" (Barton Childs); "Cultural Evolution!" (Unigi L. Cavalli-Sforza); "Geneticists and Race" (William B. Provine); "Reflections on the Limits of Science and Technology" (David T. Suzuki); "Whither Mankind? The Choice between a Genetic Twilight and a Moral Twilight" (Francisco J. Avala); "Films and Videotapes in Genetics" (Nathan H. Hart and Gary Anderson). (ML)

SE 047 880 The John M. And Others
Sex Equity in the Home: Parents' Influence on
Their Children's Attitudes about Math.
Pub Date—86

Their Children's Attitudes about Math.
Pub Date—86
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, "Mathematics Education, "Parent Attitudes, Parent Student Relationship, "Sex Bias, "Sex Differences, Surveys Identifilers—"Mathematics Education Research Three studies are presented which show that parents hold differential beliefs with respect to their sons' and daughters' mathematics competencies. In the first study, parents of students in grades seven and nine completed the questionnsire. In the second study, parents and students in grades five to eleven responded. The third study examined beliefs about their sons' and daughters' mathematics of sixth graders. Research findings show that (1) parents hold sex-differentiated beliefs shout their sons' and daughters' mathematics achievement even though boys and girls perform similarly on math grades and standardized mathematics testix (2) parents strongly influence children's mathematics attitudes and mathematics self-concept; (3) parents are strongly influenced by teachers' assessments of their children's shillies: and (4) ents are strongly influenced by teachers' assessments of their children's abilities; and (4) mothers and fathers have different views about their own math abilities, and express different attitudes about mathematics. In light of these differential beabout mathematics. In light of these directentus op-liefs, several strategies are proposed to increase par-ents' awareness of the importance of mathematics and to enlist their help in promoting sex equity in mathematics participation. (MNS)

SE 047 881 ED 280 718

Randhowa, Bikkar S.
Basic Skills and Macro- and Micro-Analysis of
Mathematics Achievement of Grade Ten Students as a Function of Gender and Locale.

Spons Agency—Saskatchewan Dept. of Education,
Decima

Spons Agency—Saskatchewan Dept. of Education, Regina.
Pub Date—87
Note—23p.; Paper presented at the Canadian Educational Research Association Conference (Hamilton, Ontario, May 31-June 3, 1987).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postags.
Descriptors—"Cognitive Processes, Educational Research, Foreign Countries, Grade 10, \*Mathematics Achievement, \*Mathematics Instruction, Mathematics Skills, Secondary Education, \*Secondary School Mathematics, \*Sex Differences, Testing Testing Identifier

-Canada, \*Mathematics Education Re-

search
A large and representative 10% sample of classrooms consisting of 1,587 students from a mid-western province in Canada was administered a
standardized achievement test battery. This battery
consisted of four tests, Reading, Mathematics, Written Expression, and Using Sources of Information.
Gender and rural-urban differences in achievement
and macro- and micro-skills in mathematics were
examined. Females, as expected, were superior to
males in all except the mathematics test, in which
males were better than females. Though Manova
results suggested rural-urban differences in achievement, the corresponding Anovas for the four test
confirmed the null hypothesis. An analysis of the
mathematics items when grouped into three mental-process or macro-skill categories showed that
males were better than females on only the problem

solving component. However, males and females from rural classrooms were similar on computation but in the urban classrooms males were better than females. Students from rural classrooms achieved better on concepts than those from urban classrooms. Similarly, an analysis of eight mathematics components, comprising content-specific mental processes, produced sex differences on three components and locale differences on two. These findings are interpreted in relation to contemporary theory and research. (Author)

ED 280 719 SE 047 8t Lee, Okhwa Lehrer, Richard Conjectures Concerning the Origins of Misconcep-tions in LOGO.

Lee, Okhwa Lever, Richard
Coajectures Cencerning the Origins of Misconceptions in LOGO.
Pub Date—Apr 87
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Computer Oriented Programs, \*Computer Science Education, \*Concept Formation, Educational Research, \*Error Patterns, Higher Education, Logic, \*Mathematics Instruction, Microcomputers, \*Programing Language, Mathematics Education Research
Seven graduate students in a seminar on classroom computing received instruction in LOGO programming. Programming protocols were collected periodically and examined for errors and misconceptions; in-depth interviews were conducted in order to understand specific misconceptions better. As novice students transit from instruction to experience in LOGO, they develop a systematic set of misconceptions concerning the flow of control in programs. These misconceptions result in programming errors including unnecessary repetition of statements, inadequate use of conditional statements, inadequate use of conditional statements, inadequate of conditional statements, inadequate of conditional statements, inadequate to impropriate combination of Boolean operators, failure to initialize variables, and difficulty transferring simple recursive structures developed in the graphics mode to the list processing mode. In addition, students with prior programming experience in BASIC inappropriately attempt to superimpose the iterative FOR...NEXT iopof this language onto recursion in LOGO. The origins of these misconceptions are traced to general properties of cognition and also to specific instructional practices. Four recommendations for instruction powers. William tests Tests Towers (Mathematical Estat. Towers (Mathema

Pulkratis, William J. Keith, Thomas Mark Building an Organized Knowledge Base: Concept Mapping in Secondary School Science. Pub Date—28 Mar 87

Pub Date—28 Mar 87
Note—14p.; Paper presented at the Annual Meeting of the National Science Teachers Association (35th, Washington, DC, March 26-29, 1987).
Pub Type— Reports—Descriptive (141)—Specches/Meeting Papers (150)
EDRS Price—MFDI/PCOI Plus Postage.
Descriptors—\*Cognitive Processes, Concept Formation, \*Concept Teaching, \*Learning Strategies, Misconceptions, Models, Process Education, Science Education, \*Science Enducation, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science, Teaching Methods

Identifiers—\*Concept Mapping, \*Concept Maps, Science Education Research

Science Education Research
Perspectives on concept mapping and its benefits
to students in the learning of scientific concepts are
presented in this paper. A concept map is defined as
a two-dimensional heirarchical representation of
concepts which indicates the relationship between
the selected concepts. Aspects of concept mapping
addressed in this review include: (1) its structure addressed in this review include: (1) its structure (consisting of a sample map); (2) construction of a map (specifying the steps involved in mapping); (3) applications (indicating uses in curriculum development, instruction, and evaluation); (4) classroom use (suggesting ways for introducing concept mapping to students); (5) research studies (reviewing one study's findings); and (6) a conclusion (re-emphasizing the instructional value of concept mapping). (ML)

ED 280 721 Levy, Barbara W.
The Math Master Level 1. Preschool-Age 6.
Report No.—ISBN-0-86653-178-5 Pub Date—84 Note—51p. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (34.95; GA611). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Answer Keys, "Computation, "Drills (Practice), Elementary Education, "Elementary School Mathematics," Instructional Materials, Learning Activities, "Mathematics Instruction, Motivation, Number Concepts, Primary Education, Student Attitudes, Workbooks
This booklet, designed for preschool through age 6, is the first in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using massizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

SE 047 885 Levy, Barbara W.
The Math Master Level 2. Ages 6-8.
Report No.—ISBN-0-86653-179-3
Pub Date—84 Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$4.95; GA612). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Net Available from EDRS.

able from EDRS.

Descriptors—Answer Keys, "Computation, "Drills (Practice), Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities, "Mathematics Instruction, Motivation, Number Concepts, Primary Education, Student Attitudes, Workbooks
This booklet, designed for ages 6-8, is the second in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 39 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 723 SE 047 886 Levy, Barbara W.
The Math Master Level 3, Ages 8-10.
Report No.—ISBN-0-86653-198-X
Pub Date—84 Note—51p. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$4.95; GA613). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.
Descriptors—Answer Keys, "Computation, "Drills (Practice), Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities, "Mathematics Instruction, Motivation, Number Concepts, Primary Education, Student Attitudes, Workbooks
This booklet, designed for ages 8-10, is the third in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

Levy, Barbara W.
The Math Master Level 4. Ages 10-12.
Report No.—ISBN-0-86653-199-8
Pub Date—84

Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$4.95; GA614). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Answer Keys, \*Computation, \*Drills (Practice), Elementary Education, \*Elementary

School Mathematics, "Instructional Materials, Learning Activities, "Mathematics Instruction, Motivation, Number Concepts, Primary Education, Student Attitudes, Workbooks
This booklet, designed for ages 10-12, is the fourth in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 725 SE 047 888

ED 280 725

Carroll, Jert A.

Let's Learn about Numbers. Preschool-2nd Grade.

Report No.—ISBN-0-86653-354-0

Pub Date—86

Note—69p.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, IL 63221-0299 (54-95; GA792).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Prices - MP01 Plus Postage. PC Not Avallable from EDRS.

Descriptors—"Educational Games, Elementary Education, \*Elementary School Mathematics, Geometric Concepts, \*Learning Activities, "Mathematics Instruction, Measurement, \*Number Concepts, Primary Education, Problem Solving, Resource Materials

This booklet is designed to show teachers the many things children in preschool through grade 2 can learn about and do with numbers. Included is information on preparing to teach counting skills, getting the classroom ready, activities to do with children, projects for children and teachers, lists of materials, and computer background information. Number ideas, measurement, and geometric concepts are included. Some pages may be reproduced for use with children. (MNS)

ED 280 726 SE 047 889
Courson, Diana
Let's Learn about Colors, Shapes, and Sires.
Preschool-2nd Grade.
Report No.—ISBN-0-86653-348-6
Pub Date—86
Note—689.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$4.95; GA793).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—\*Educational Games, Elementary Education, \*Elementary School Mathematics, \*Learning Activities, \*Mathematics Instruction, \*Number Concepts, Primary Education, Problem Solving, Resource Materials
The focus of this booklet is on matching, recognizing, and identifying colors, shapes, and sizes. Concept development as well as vocabulary learning are goals. A variety of materials are used in the activities. Activities for children from preschool through grade 2 are grouped by topic. (MNS)

ED 280 727 SE 047 890 Levy, Barbara W.
Math Help for Home and School. Book 1: for Ages

Report No.—ISBN-0-86653-240-4 Pub Date—84 Note—35p. Available from—Good Apple, Inc. Available from—Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 (\$4.95; GA588). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Availe from EDRS.

ED 280 728 SE 047 891 Levy, Barbara W.
Math Help for Home and School, Book 2: for Ages

Math Help for Home and School. Book 2: for Ages 5-7.

Report No.—ISBN-0-86653-241-2

Pub Date—84

Nots—35p.

Available from—Good Apple, Inc., P.O. Bux 299, Carthags, IL 62321-0299 (34-95; GA587).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Prices - MF01 Plus Postags. PC Not Available from EDRS.

Descriptors—\*Computation, Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities, "Mathematics Instruction, Morkbooks

"Mathematics Instruction, Motivation, Number Concepts, "Parent Participation, Primary Education, Workbooks

This booklet was designed for use with children aged 5-7 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on basic facts of addition and subtraction. (MNS)

ED 280 729 SE 047 892 Levy, Barbara W.

Math Help for Home and School. Book 3: for Ages

Report No.—ISBN-0-86653-242-0 Pub Date—84

Pub Date—84
Note—35p.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (54.95; GA589).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Prics - MF01 Plus Postage, PC Not Avalable from EDRS.
Descriptors—"Computation, Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities,
"Mathematics Instruction, Motivation, Number Concepts, "Parent Participation, Primary Education, Workbooks
This booklet was designed for use with children.

Concepts, "Parent Participation, Primary action, Workbooks
This booklet was designed for use with children aged 6-8 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on multidigit addition and subtraction. (MNS)

ED 280 730 SE 047 893 Levy, Barbara W. Math Help for Home and School, Book 4: for Ages

Report No.—ISBN-0-86653-243-9 Pub Date—84

Note—35p. Available from

Note—35p.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$4.95; GA590).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.
Descriptors—"Computation, Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities,
"Mathematics Instruction, Motivation, Number
Concepts, "Parent Participation, Primary Education, Workbooks
This booklet was designed for use with children
aged 7-9 as a teaching tool that can be used both at
home and school. Mathematical skills are presented
in increasing order of difficulty, with each page
building on the previous one, so that there is a
built-in success factor. This success is presumed to
convey the idea that learning mathematics is fun.
Brief notes are provided for parents and for teachers. The focus is on multidigit addition and subtraction. (MNS)

ED 280 731 SE 047 895

Roche, Barbara J.
Computer-Based Space Shuttle Simulation
Teaches Children about the Sciences and Them--86

Note-9p.; Document contains blurred and broken

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PCB1 Plas Postage.
Descriptors—"Ecology, Environmental Education, Group Dynamics, Interdisciplinary Approach, Physical Environment, Science Education, "Science Instruction, Science Programs, Secondary Education, "Secondary Education, "Folially Enclosed Modular Environment (TEME), was developed as a means for students to study group dynamics and how people adapt to their environment. This paper highlights features of this project. Topics reviewed include: (1) its historical development (tracing its origins as a year-iong ecology course to current adaptations for middle and high school level students); (2) its successes (citing the sources of its acknowledgment); (3) curriculum development efforts (describing the approach and activities involved in an interdisciplinary program); and (4) adaptation efforts (reviewing modifications made to the program). (ML)

ED 280 732

ED 280 732

The Education Technology Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Semion on H.R. 3102 (February 19, 1986).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—87
Note—60p.; Serial No. 99-145.
Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materia

Avaiance from—Superinsenders of Documents, Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MPBI/PC03 Plus Postage.
Descriptors—Demonstration Programs, Educational Finance, Educational Legislation, Experiential Learning, Federal Legislation, Experiential Learning, Federal Legislation, Financial Support, Grants, Hearings, Science and Society, Science Education, Science Programs, Secondary Education, Science Programs, Secondary Education, Science, Technical Education, Technological Literacy Identifiers—Congress 99th The Technology Education Act contends that technological literacy is a basic skill that should be taught in the public schools. This bill would authorize funding for fiscal year 1987 for model programs. Local educational agencies, satisted educational agencies, and institutions of higher education would be eligible for grants to establish demonstration programs. This set promotes the teaching of technology as part of the secondary curriculum and provides for teacher training, the development of new courses, and emphasizes hands-on experiences of technology principles. Statements contained in this report of the hearing before the House Subcommittee on Elementary, Secondary, and Vocational Education include those from: (1) Forrest Brummett, Past President of the Society of Manufacturing Engineers; (2) Paul DeVore, Professor of Technology Education, Virginis Department of Education; 31 Month School (2) John D. Rockefeller, IV, United States Senator from West Virginia. (ML)

ED 280 733
Chung-il, Yun And Others
Korean Education 2000.
Korean Central Education Research Inst., Seoul.;
Korean Educational Development Inst., Seoul.

Korean Educational Development Inst., Seoul. Pub Date—85 Note—415p. Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Reports - Evaluative (142) — Reports - Evaluative (142) — Reports - Education, "Educational Change, "Educational Development, Educational Improvement, "Educational Objectives, Foreign Countries, "Long Range Planning, "National Programs, Science Education, Skill Development, Vocational Education Identifiers—"Korea Designed to serve as a resource for educational

Identifiers—"Korea
Designed to serve as a resource for educational
planners, administrators, and concerned individuals, this report reviews elements of Korea's
long-term educational development plan. An introductory section presents basic positions about major

educational issues that are related to planning for a long-term educational development. Part one traces Korean education from the past to the present with specific reference to its relevancy to changing mileu, and suggests the direction of educational development. Issues are addressed in section two which focus on humanization, equality in education, improvement of educational contents, methods and facilities, education in basic sciences and technology, skill education, vocational education and career guidance, development of high-level manpower and education in preparation for the future. Section three discusses the reform of the educational system, the professionalization of teaching and educational administration, research and development, and educational finance. Concluding statements are offered and present a profile of Korean education in the 2000's. (ML)

SE 047 898

ED 280 734

Brasell, Heather
Sex Differences Related to Graphing Skills in
Microcomputer-Based Labs.

Note—The, Paper presented at the Annual Meeting of the National Association of Research in Sci-ence Teaching (60th, Washington, DC, April 23-23, 1987).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Abstract Reasoning, \*Computer Assisted Instruction, Computer Science Education, \*Females, Graphs, \*Instructional Improvement, "Females, Graphs, "Instructional Improvement, Learning Strategies, Microcomputers, Physics, Science Education, "Science Instruction, Second-ary Education, Secondary School Science, "Sex Difference, "Skill Development Identifiers—"Science Education Research

As part of an investigation of the effectiveness of a microcomputer-based laboratory (MBL) activity in developing students' graphing skills, this study was specifically designed to examine the differences between females and males in both performance on between females and males in both performance on graphing tasks and on their attitudes to graphs and graph-based activities. Results based on a pretest of the participating secondary level students (N = 93) revealed that about one-fifth of the students were seriously restricted in their ability to understand graphs by an inadequate graph schema. Females who had poor graph schemas appeared to have been constrained by their comparatively low ability, whereas the males were more likely to have been constrained by lack of interest. After controlling for differences in ability, some sex differences in perforconstrained by lack of interest. After controlling for differences in ability, some sex differences in performance on graphing tasks remained. Females had lower scores for items involving speed or velocity graphs, but not for graphs of miscellaneous graphs of less abstract properties such as distance. Discussed in this paper are two treatment groups that constructed distance and velocity graphs for one class period: (1) MBL group (N = 18) used the microcomputer; (2) second (control) group (N = 18) used apper and pencil. The females who participated in the MBL treatment gained significantly higher scores on a posttest of distance graphs, than the males did, while the reverse was true for velocity items. There were no sex differences for students in items. There were no sex differences for students in the control treatment. It was concluded that the MBL experience was effective in improving stu-dents' graphing skills. (ML)

SE 047 899

Burnham, Teresinha
Human Development and Evolution and Biology
Teaching, Science and Technology Education
Document Series No. 15.
United Nations Educational, Scientific, and Cul-

Omited Nations Educational, Scientine, and Cul-tural Organization, Paris (France). Div. of Sci-ence, Technical and Environmental Education. Report No.—ED-85-W8-43 Pub Date—Jul 85 Note—96p; Line drawings illustrate the text. Available from—UNESCO, 7 place de Fontenoy, 74700 Desis Frances

Available from—UNESCO, 7 place de Fontenoy, 75700 Paris, France.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Poetage. PC Not Available from EDRS.
Descriptors—Biology, Embryology, Evolution, Foreign Countries, "Human Body, International Euchanismal Evolution, Foreign Countries, "Human Body, International Educational Exchange, "Physical Development, Science and Society, Science Curriculum, Science Education, "Science Instruction, Scientific Concepts, Secondary Education, "Secondary School Science, Technology Identifiers—Brazil Science, Technology lentifiers—Brazil Developed as part of a document series that fo-

cuses on science and technology teaching, this vol-ume was produced under the suspices of the Com-mission for Biological Education of the International Union of Biological Sciences (CBE-IUBS). It serves to provide biology teachers and others concerned with secondary biology cur-riculum development with current reviews of bio-logical topics and with suggestions and resources for incorporating the topics into courses. Contents ad-dressed include: (1) the origin of the human individ-ual (prenatal); (2) human development after birth; (3) variation, evolution and growth in human popu-lation; (4) a curriculum map; (5) suggestions for practical activities; and (6) an annotated list of re-sources. A list of references is also included. (ML)

ED 280 736 SE 047 900

SED 280 736

SE 047 900

Salters, Charles R. And Others

The Relationship between Attitude toward Science, Science Self-Concept and Other Variables of Occapational Choice to the Science Career Choice of Black College Students.

Pub Date—[87]

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MFDL/PCDI Plus Postage.

Descriptors—Academic Education, "Black Students, "College Science, "College Students, Course Selection (Students), Higher Education, "Majors (Students), Minority Groups, Predictor Variables, "Science Careers, Science Education, Self Concept, Student Attitudes

Identifiers—Morgan State University MD, "Science Education Research

This study was designed to determine the relationship between the black college student's attitude toward science, science self-concept, and other variables of occupational choice and the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major. The combined effect of the variables and combined effect of the variables and combined effect of the variables of the selection of the variables and the selection of the variables. The variables were as follows: (1) the variables were as follows: (1) the variables were o

ED 280 737

SE 047 901

Cobern, William W.
Programming Language Choice: A Positive albeit
Ambiguous Case for BASIC Programming in
Secondary Science Teaching.
Pub Date—Mar 86

Pub Date—Mar 86

Note—21p.
Pub Type— Opinion Papers (120) — Guides Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Cognitive Development, "Computer
Science Education, "Computer Uses in Education, Education, and Technology, Instructional Improvement, Programing, "Programing Languages,
Science Education, Secondary Education, "Secondary School Science, "Skill Development
Identifiers—"BASIC Programing Language, "PASCAL Programing Language

Identifiers—"BASIC Programing Language, "PAS-CAL Programing Language With the purpose of addressing the area of lan-guage choice in computer programming, this paper specifically addresses the use of BASIC as a lan-guage for secondary level students. Perspectives are offered on: (1) the role of computers in acience edu-cation; (2) the differences in quality and intent of PASCAL and BASIC; (3) the role of a non-struc-tured programming language approach; and (4) the problem of cognitive matching. An increase in re-search is advocated for such areas as the roles of pronum or cognitive matching. An increase in research is advocated for such areas as the roles of programming in science education, an analysis of the task structure and curriculum demand of languages such as PASCAL, and the effect of prior unstructured programming experience on the acquisition of structured programming skills. A reference list is also provided. (ML)

ED 280 738 SE 047 902 Skehan, James W. Modern Science and the Book of Genesis. An NSTA Science Compact.

National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-87355-046-3 Pub Date—86

Report No.—ISBN-0-87355-046-3
Pub Date—86
Note—31p.
Available from—National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 (\$4.00).
Pub Type—Opinion Papers (120) — Reports—General (140)
EDRS Price MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Biology, "Controversial Issues (Course Content), "Creationism, "Bvolution, Geology, Religious Conflict, "Science and Society, Science Education, "Science Instruction, Scientific Concepts, Secondary Education, "Secondary School Science
Based on the premise that knowledge of evolutionary theory is essential for understanding the natural world, this document was designed to assist science teachers and others as they consider the issues that influence the teaching of evolution. The position is taken that there is no conflict between data and sound theories based on science and religious beliefs based on the Bible. Information and perspectives are presented under the topic headings of: (1) "The Genesis of Genesis"; (2) "Early Science Interprets Genesis"; (3) "New Data"; (4) "Creationism versus Science"; and (5) "Two Kinds of Knowledge." References are listed and the National Science Teacher Association's position statement on the "Inclusion of Nonscience Tenets in Science Instruction" is included. (ML)

ED 280 739

ED 280 739 SE 047 903 Criteria for Excellence. An NSTA Science Com-

pact. National Science Teachers Association, Washington, D.C.

rt No.-ISBN-0-87355-063-3 Report No.-

Note—19.

Available from—National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 (\$4.00).

Pub Type - Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Awards, Career Awareness, Chemistry, "Demonstration Programs, Earth Science, Elementary School Science, "Elementary Secondary Education, Energy Education, Environmental Education, Inquiry, Inservice Teacher Education, Physics, Preservice Teacher Education, Science and Society, Science Education, Science Programs, Science Teachers, "Secondary School Science, "Teacher Education Programs, Science Teachers, "Secondary School Science, "Teacher Education Programs,"

ary School Science, "Teacher Education Programs
Identifiers—Excellence in Education, "National Science Teachers Association
The Search for Excellence in Science Education was inaugurated in 1982 to carry out the National Science Foundation's 1981 initiative, Project Synthesis. The Search establishes criteria for excellence and applies them to actual programs in one or several fields each year. In each area the Search identifies hallmarks of excellence in terms of goals, curriculum, instruction, evaluation, and teacher qualifications. This document, the "Criteria for Excellence," and the science exemplars in 16 areas include: kindergarten through sixth grade science; middle/junior high school science; earth science; physical science; biology; chemistry; physics; science (technology/society; environmental education; energy education; inquiry science; science teaching and career awareness; science in non-school settings; preservice elementary teacher education; preservice secondary teacher education; and science supervision. (ML)

ED 280 740

SE 047 904

ED 280 740

SE 047 904

Embry, Lyan

Scientific Encounters of the Curious Kind. Reading

Activities that Explore Nature's Most Intriguing

Life Forms. Gravies 4-7.

Report No.—ISBN-0-86653-176-9

Pub Date—84

Note—67p.; Black and white illustrations.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, IL 62321-0299 (\$5.95; GA550).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—8 Animals. \*Botany. Elementary Edu-

Descriptors—\*Animals, \*Botany, Elementary Edu-

cation, "Elementary School Science, Individualized Reading, Reading Assignments, Reading Comprehension, Reading Games, "Reading Instruction, Reading Skills, "Science Activities, Science Education, "Science Instruction, Skill Development Most students enjoy reading interesting selections about unusual plants, animals, insects, spiders, and other creatures. This book attempts to capitalize on the natural curiosity of students by introducing them to some of nature's most intriguing forms of life. The document is designed to provide students with background information, including facts and descriptions, about 19 unusual plants and animals. Each page of information is followed by a skills check which is designed to assess the student's comprehension of the main idea, vocabulary, and dictionary skills. The skills check is followed by an activity, including puzzles, creative writing assignments, games, and scavenger hunts. An answer key for all of the skills checks and activities is also provided. (TW)

ED 280 741

SE 047 905

ED 280 741

Embry, Lynn

Scientific Encounters of the Endangered Kind.

Reading Activities That Explore Nature's Endangered Species, Grades 4-7.

Report No.—ISBN-0-86653-353-2

Pub Date—86

Note—67p.; Black and white illustrations.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, IL 62321-2299 (56.95; GA694).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MPDI Plus Postage, PC Not Available from EDRS.

Descriptors—Conservation (Environment), Eco-

EDRS Price MP01 Plus Postags. PC Not Avallable from EDRS.

Descriptors—Conservation (Environment), Ecological Factors, Elementary Education, "Elementary Education, Elementary School Science, "Endangered Species, Individualized Reading, Reading Comprehension, Reading Skills, "Science Activities, Science Education, "Science Instruction, Wildlife Identifiers—"Environmental Education Programs Many forms of wildlife are being threatened by changing ecological conditions, pollution, pesticides, human carelessness, and conditions. Efforts are being made to preserve endangered wildlife species. This document provides a partial listing of endangered and threatened species of mammals, birds, and reptiles in North America and its nearby oceans. Short articles about many of these animals are presented to students as reading exercises. This information is intended to provide students with a better understanding of the plight each animal faces and what is being done to help each species avoid extinction. Each reading selection is followed by a skills check to determine the student's comprehension of the main ideas, details, vocabulary, and dictionary skills. A related activity page also accompanies each selection. These include puzzles, games, trivia questions, and other individual activities. Information on the Endangered Species Act of 1973 is included, along with an answer key to all of the skills checks and activities. (TW)

ED 280 742 SE 047 906

ED 280 742

Deery, Ruth

Earthquakes & Volcanoes. The Natural Disaster
Series. Grades 48.

Report No.—ISBN-0-86653-272-2

Pub Date—85

Note—52p.; For other documents in this series see
SE 047 907-909. Black and white illustrations.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (34.95 GA630; set of 4
titles \$19.80 GA1107).

Pub Type—Guides - Classroom - Teacher (052)

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS,
Descriptora—\*Earthquakes, Elementary Education, \*Elementary School Science, Geology, Geothermal Energy, Glossaries, \*Natural Disasters,
Plate Tectonics, Process Education, \*Science Activities, Science and Society, Science Education,
\*Science Instruction, Sciemology, Skill Develop-

ment ldentifiers—"Volcanoes
The topics of earthquakes and volcanoes are important to children but are often missing from elementary science textbooks. This document is a part of "The Natural Disaster Series" and is an attempt of "The Natural Disaster Series and is an assemp-to supplement elementary science programs with lessons and student activities. Reasoning skills are also stressed throughout the document. Three ques-tions follow each lesson's introductory information. These sak the student to: (1) think about cause and effect; (2) make a prediction based on the information in the selection; and (3) draw a conclusion which is supported by the evidence. These questions can be used by teachers for diagnosis, practice, or testing. Each lesson also involves an instructional activity which is intended to help make the content of that particular lesson more clear. It is suggested that the teacher present the vocabulary first, read and discuss the lesson as class, do the activity, and then have the students re-read the lesson silently and answer the questions. A glossary is included which is indexed to the page numbers where each term is used. (TW)

ED 280 743

SE 047 907

ED 280 743

SE 047 907

Deery, Ruth

Tornadoes & Hurricanes. The Natural Disaster

Series. Grades 4-8.

Report No.—ISBN-0-86653-318-4

Pub Date—85

Note—52p; For other documents in this series see

SE 047 906-909. Black and white illustrations.

Available from—Good Apple, Inc., P.O. Box 299,

Carthage, IL 62321-0299 (\$4.95 GA631; set of 4

titles \$19.80 GA1107).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, Elementary Educa-

EDRS Price - MPO1 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, Elementary Education, "Elementary School Science, Glossaries, Interdisciplinary Approach, "Natural Disasters, Process Education, Safety Education, "Science Education, eScience Education, Science Education, "Science Instruction, "Social Studies, Weather, Wind (Meteorology)

Identifiers—"Hurricanes, "Tornadoes
The topics of tornadoes and hurricanes are important to children but are often missing from elementary textbooks. This document is a part of "The Natural Disaster Series" and is an attempt to supplement elementary science and social studies programs with lessons and student activities. Reasoning akills are emphasized throughout the booklet. Three questions follow each lesson's introductory information. These ask the student to: (1) think about cause and effect; (2) make a prediction based on the information in the selection; and (3) draw a conclusion which is supported by the evidence. These questions can be used by teachers for diagnosis, practice, or testing. Each of the 15 lessons also includes an instructional activity which is intended to reinforce the main idea of the lesson. The lessons and activities are not sequential and contain information and concepts that overlag into art. literature. remirror the man loca of the leason. The leasons and activities are not sequential and contain information and concepts that overlap into art, literature, history and safety. A glossary is included which is indexed to the page numbers where each term is

ED 280 744 SE 047 908 Micallef, Mary
Floods & Droughts. The Natural Disaster Series.
Grades 4-8.

Report No.—ISBN-0-86653-323-0 Pub Date—85

Report No.—ISBN-0-86653-323-0
Pub Date—85
Note—52p.; For other documents in this series see
SE 047 906-909. Black and white illustrations.
Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$4.95 GA632; set of 4
titles \$19.80 GA1107).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Pestage. PC Not Avallable from EDRS.
Descriptors—Earth Science, Elementary Education, "Sleience Edmentary Education, "Science, Science, Science, Solossaries, "Natural Diaasters, Process Education, "Science, Activities, Science and Society, Science Curriculum, Science Education, "Science Instruction, Units of Study, "Water Resources, Weather Identifiers—"Drought, "Floods
Each year more lives are lost due to floods than due to the next 18 natural disasters put together. The element of human choice makes the study of floods and droughts an opportunity for decision making experiences for students. This document contains information and activities designed to be used in correlation with a science unit or as a supplement to an elementary science curriculum. The lessons are arranged sequentially, but activities can be extended or omitted according to student interests sons are arranged sequentially, but activities can be extended or omitted according to student interests and abilities. Questions are included that require students to: (1) look for cause and effect; (2) make predictions based on information in the reading selections; and (3) to draw conclusions supported by the evidence presented. Extension sections are in-

free informational material according to their interests, talents, and capabilities. A glossary and an answer key for the activities are included. (TW)

SE 047 909

ED 280 745 Micallef, Mary Storms & Blizz Grades 4-8. ards. The Natural Disaster Series.

Grades 4-8.

Report No.—ISBN-0-86653-321-4

Pub Date—85

Note—82p.; For other documents in this series see
SE 0.47 906-908.

Available from—Good Apple, Inc., P.O. Box 299,
Carthage, IL 62321-0299 (\$4.95 GA683; set of 4

titles \$19.80 GA1107).

A Type—Guides - Classroom - Teacher (052)

Carthage, IL 62321-0299 (\$4.95 GA683; set of 4 titles \$119.80 GA1107).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Earth Science, Elementary Education, "Elementary School Science, Glossaries, Meteorology, "Natural Disasters, Process Education, "Science Curriculum, Science Education, "Science Instruction, Units of Study, "Weather Identifiers—"Blitzards, Snow, "Storms

This document provides a unit of lessons and activities on thunder storms and blitzards that are intended to provide students with a basic understanding of the causes and consequences of these natural disasters. The booklet is designed to be used in correlation with a science unit or as a supplement to an elementary science curriculum. The lessons are arranged sequentially, but activities can be extended or omitted according to student interests and abilities. Questions are included that require students to: (1) look for cause and effect; (2) make predictions based on information in the reading section; and (3) to draw conclusions supported by the evidence presented. Extension sections are included to challenge students to pursue topics according to their own interests, talents, and capabilities. A glossary and an answer key for the activities are included. (TW)

# SO

ED 280 746 SO 017 393

Education in Sri Lanka. Ministry of Education (Sri Lanka). Pub Date—Jul 84

Education in Sri Lanka.

Ministry of Education (Sri Lanka).

Pub Date—Jul 84

Note—38p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF91/PC02 Phas Postage.

Descriptors—"Comparative Education, Cultural Context, Educational Administration, Educational Development, Educational Planning, Elementary Secondary Education, "Foreign Countries, "International Education, "Foreign Countries, "International Education, Postsecondary Education identifiers—"Sri Lanka

The educational system of Sri Lanka is described in this 15 section document. Sections 1 and 2 provide a general overview of the country and a history of its educational system. Section 3, "Organization and Administration of the Education System," describes the programs and responsibilities of the central and regional administration or the Education System, describes the programs and responsibilities of the central and regional administration or the Education cycles in the public schools are described in Section 4, "General Education." Section 5, "Higher Education," contains information about higher education in Sri Lanka. It briefly describes the university system, the Open University, and the technical institutes. Middle level vocational education course and apprenticeship programs are described in Section 6, "Technical/Vocational Education." A flow chart is included which diagrams a student's path through the educational/training system. Non-formal, government sponsored education programs for those who leave, or have never attended school is contained in Section 7. A brief description of the curriculum include: the teaching of English, education service, and population education. Section 9, "Teacher Education," provides an overview of the various teacher education programs in Sri Lanka including: pre-service teacher training, pre-service teacher training, pre-sessional training for graduate teachers, distance teacher education, and in-service training. Section 10, "Sports and Co-Curricular Activities," presents these activities as an important part o

cluded in: Section 11, "Special Education," Section 12, "Public Examinations," and Section 13, "Privision of Incentives." Section 14, "Innovative Projects," describes the school cluster and school zones to overcome school shortcomings. Section 15, "Expenditure on Education" concludes the publication. (APG)

SO 017 425 ED 280 747

ED 280 747

Wargacki, Julianne M.

Assimilation and Educational Determinants for Puerto Ricon Children.

Pub Date—36

Nots—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MFO1/PCB1 Plus Poetage.

Descriptors—9-Acculturation, "Cultural Influences, Culture Conflict, "Educational Opportunities, Limited English Speaking, "Migration, "Non English Speaking, "Wirban Education Identifiers—Puerto Rico

To understand the problems that urban schools encounter educating Puerto Ricos attadents, teachers must understand the history and culture of Puerto Rico, which has been a melting pot of many different cultures. North American culture became prevalent after the Spanish-American Culture became prevalent after the Spanish-American War (1898) and the passage of the Jones Act (1917), which gave U.S. citizenship to all Puerto Ricans. Citizenship led to Puerto Rican migration to the United States. Reaching its highest levels in the 1940's and 50's, three main reasons accounted for the Puerto Rican migration: (1) economics; (2) hope for upward mobility; and (3) encouragement from the Puerto Rican government. Puerto Ricans, however, did not find what they had expected and experienced problems with broken families, drugs, crime, and the differing values between home and school. Lack of knowledge of the history and culture of Puerto Rico, inadequate teaching and curricula, social and emortonal disorientation, a sense of inferiority, and poor self-image have affected how second and third generation Puerto Ricans, the Neo-Ricans, currently view education. On the positive side more Puerto Rican students go to college and there is a renewed interest in the Spanish language even though English is the primary language of Puerto Rican sill precommendations for educating Puerto Ricas sill precommendations for educating Puerto Ricas sill precommendations for educating Puerto Ricas sill precommendations devention Puerto Ricas and adjustment of first and second generation Puerto Ricas sill precommendations for educating Puerto Ricas

SO 017 466 Schwartz, Donald Bromberg, Lloyd
"The New York Times" in Global Studies Courses.
New York Times Co., N.Y. Pub Date-Note-59p.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Course Content, \*Cross Cultural Studies, \*Cultural Awareness, Curriculum Guides, \*Global Approach, Instructional Materials, \*International Studies, Learning Activities, Resource Materials, \*Secondary Education, \*Social Studies, Teaching Guides, Teaching Methods Identifiers—Global Studies, Newspaper In Educational Content of the Content

cast studies, leaching Guides, leaching Methods Identifiers—Global Studies, Newspaper In Education Program Realizing that U.S. citizens are affected by developments in even the most remote parts of the globe and that sophisticated technologies have increased contacts among cultures around the world and building upon the basic objective of global studies which is to prepare students for effective citizenship in an interdependent world, this guide provides instructional materials on global concepts such as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution, and cultural diversity. The materials emphasize reading and writing and require students to classify and organize materials, to identify cause and effect, and to make reasonable judgements. The exercises emphasize students reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills. Sample lessons are provided, each of which utilizes a different section of "The

New York Times" and highlights a particular global education concept. (KWL)

ED 280 749

SO 017 490

Jennette, Robert And Others
Art Education Syllabus: Grades 7-8.
Pub Date—86

Note—77p.; Photographs may not reproduce.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MPOL/PCO Plus Postaga.
Descriptors—Art Activities, "Art Education, Course Content, Course Descriptions, "Curriculum, "Curriculum Guides, Curriculum Problems, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Resource Materials, Secondary School Curriculum, Teaching Methods

This syllabus outlines art instruction in grades seven and eight and focuses on the visual arts concepts of space and structure, movement, and color and light. The publication is organized under the following sections: (1) Goals and Objectives; (2) Focus: Grades 7 and 8; (3) Scope and Sequence; (4) Developing a Curriculum from This Syllabus; (5) Space and Structure; (6) Movement; and (7) Color and Light. Each section gives some related behavioral outcomes to be expected from the student's involvement with the concepts. Suggested learning experiences are offered and the role of evaluation discussed. The appendices include Potential Health Risks in the Classroom; Facilities; Educating the Gifted Student; Educating The Handicapped Student; Art and Community Resources; and Responsibility of Art Teachers. (KWL)

ED 280 750

SO 017 504

ED 280 750 SO 017 504

Many States but Only One Country: The Federal
Many States but Only One Country: The Federal
tive Structure of the Federal Republic of Germany. Sonderdiemst SO 2-86(e).
Inter Nationes, Bonn (West Germany).
Report No.—SO-2-86(e)
Pub Date—86
Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"European History, "Federal Government (Administrative Body), "Government (Administrative Body), "Government Structure, Government Role, Higher Education,
Secondary Education, "State Government
Identifiers—"West Germany
Federalism is conducive to two important ele-

Secondary Education, \*State Government Identifiers—\*West Germany
Federalism is conducive to two important elements of the political process: competition and the search for compromise. This is a reason for the prosperity and political stability of the Federal Republic of Germany. Many citizens can involve themselves in the political life of the nation, whether at the federal or state level. With its area of 249,000 square federal or state level. With its area of 249,000 square kilometers and a population of 61 million, the Federal Republic of Germany is one political entity, but with its federal states it is also more. It represents unity in diversity. In addition to profiles of the states, this document includes materials about distribution of tasks, legislation of the federation and the states, administration—mainly the responsibility of the states, administration of justice-federal and state jurisdiction, financial burdens, distribution of taxes, the Bundesrat—the federative legislative body, and external representation. (BZ)

ED 280 751 SO 017 506 Electoral Law: Documents on Politics and Society in the Federal Republic of Germany. Inter Nationes, Bonn (West Germany).

Inter Nationes, Bonn (West Germany).

Pub Date—86

Note—469.

Note—469.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizen Participation, Civil Rights,

\*Constitutional Law, \*Elections, Foreign
Countries, \*Government (Administrative Body),

Higher Education, Politics, Residence Requirements, \*Voting, \*Voting, Rights,

Identifiers—\*West Germany

Free elections are one of the fundamental principles of any parliamentary democracy. The constitution of the Federal Republic of Germany, the Basic Law, stipulates in its article 20(2) that "all state authority emanates from the people" who exercise that authority "by means of elections and referendums and through special legislative, executive and judicial organs. "These principles are irrevocable. This booklet includes the text of the Electoral Law of the Federal Republic of Germany enacted on

May 7, 1956 and material about the electoral sys-tem, electoral bodies, franchise and eligibility, prep-arations for elections, the polls, establishment of the election results, special regulations for by-elections and repeat elections, attaining and losing member-ahip in the German Bundestag, and final provisions. (BZ)

ED 280 752 Uchida, Takeo Political Scien SO 017 632

Uchida, Takao
Political Scisnoe in Asia and the Pacific: Status
Raports on Teaching and Research in Ten
Countries, Social and Human Sciences in Asia
and the Pacific, RUSHSAP Series on Occasional
Monographs and Papers, 10.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand), Regional
Office for Education in Asia and Oceania.
Pub Date—34
Note—379p.
Available from—United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Asia and the Pacific, P.O.
Box 1425, General Post Office, Bangkok 10500,
Thailand.

Box 1423, General Post Office, Bangkok 10300, Thailand.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—"Global Approach, "Higher Education, "International Education, "Political Science, Regional Cooperation, Research, Research Reports, "Social Science Research, Social Sciences This publication contains reports on the status of teaching and research in political science in ten countries in the Asia-Pacific Region. These reports prepared according to a common guideline provide an opportunity for comparison. The essays review how political science has grown and taken root in the respective countries; the problems it faces; and future directions. Following an introduction, "Issues and Perspectives in Political Science in Asia and the Pacific," the country status reports for Japan, Republic of Korea, Thailand, Indonesia, Philippines, Malaysia, India, Bangladesh, Australia, and New Zealand are presented. (KWL)

ED 280 753 SO 017 640

Flinders, Neil J. Systems, Professionalism, and Morality in Educa-

tion. Pub Date—80

Note—7p.

Journal Cit—College of Education Review; v1 n1 Fall 1980

Pub Type— Opinion Papers (120) — Journal Articles (080)

Pub Type— Opinion Papers (120) — Journal Articles (680) MF01/PC01 Plus Postage.

Descriptors—"Course Organization, "Educational Development, "Educational Environment, "Educational Planning, Elementary Secondary Educational Planning, Elementary Secondary Educational Planning, Elementary Secondary Education, "Instructional Systems, "Systems Building, Teaching Methods, Teaching Skills Forces which have influenced the shifting of moral foundations and their potential influence on the field of education are explained in this paper. Two categories of systems—soft and hard—are reviewed. A system hardens' when the emphasis on the application of a technique becomes more important than serving the purposes for which the technique was created. For educators, the art and skills of teaching should serve society. Techniques can be improved; but as these are defined and they increase in proficiency, they must not become more central than the purpose and the people they are designed to serve. Soft systems constitute a more compatible environment for moral education. The personal freedom they offer and the individual responsibility they demand seem more vital to humanity's well-being than the much heralded fruits of 'hard' systems such as predictability, demonstrable outcomes, and time-cost efficiency factors. This article presents a such as predictability, demonstrable outcomes, and time-cost efficiency factors. This article presents a historical review of the systems approach, its devel-opment from soft to hard systems, and the implica-tions for moral education. (KWL)

Craycraft, Kenneth Winters, Norm Japan: Land of the Rising Sun. A Twelve Day Unit of Study for Fourth Grade Students. Pub Date—86 SO 017 680

Pub Date—36

Note—14p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plus Pestage.

Descriptors—Area Studies, \*Course Content,

\*Cross Cultural Studies, Curriculum Guides, Elementary Education, Elementary School Curricumentary Education, Elementary School Curricumentary

lum, Foreign Countries, \*Global Approach, Grade 4, Instructional Materials, Learning Activi-ties, Resource Materials, \*Social Studies, Teach-ing Methods, Units of Study

ing Methods, Units of Study Identifiers—"Japan
This unit of study on Japan contains the following content areas: Unit Focus/Motivation; Islands of Japan; Living on an Island; Buildings; Economics; Transportation; and Culminating Activities. The objectives of the unit include knowledge, skills, and attitudes. Suggested activities for each of the content areas are offered and explained to assist teachers with implementing the activities. Suggestions on sources of materials and procedures for evaluation are included. Guidelines on how to make a model of an active volcano and the materials required for this project are contained in Attachment 1. (KWL)

ED 280 755

Freeman, Startley L., Jr. Pelletier, Raymond J.

Initiating Franco-American Studies: A Handbook for Teachers — Manuel du professour pour introduire les etudes Franco-Americaines.

Maine Univ., Orono.

Spons Agency—National Endowment for the Himanities (NFAH), Washington, D.C. SO 017 689

Pub Date—81 Grant—ES-3109-78-1272

spons Agency—national Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—81
Grant—83-3109-78-1272
Note—302p.; Publication of the Canadian/Franco-American Studies Project.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MPD1/PC13 Plus Postage.
Descriptors—Adult Education, Area Studies, Community Involvement, "Cultural Activities, "Cultural Background, "Cultural Education, "Curriculum Enrichment, Elementary Secondary, Education, Higher Education, "Lesson Plans, "Multicultural Education, "Acurriculum Enrichment, Elementary Secondary, Education, Higher Education, "Lesson Plans, "Multicultural Education, Resource Materials Identifiers—"Franco Americans, New England This five-chapter handbook is designed for use by teachers in elementary and secondary schools and adult education. Its purpose is to achieve more widespread awareness and understanding of the Franco-American pracence in New England by offering teaching plans and strategies for incorporating materials into the enisting humanities curriculum. It also serves as a model for other ethnic groups to develop similar tools to provide self-awareness in their communities. Chapter 1, "A Place for Franco-American Studies," is based on the principle that teaching in the United States must become more multicultural. Reasons why Franco-Americans should be recognized in a school's curriculum are presented, as are the goals of ethnic studies, suggestions for promoting Franco-American studies to the French presence in the United States; and topics and themes for Franco-American studies. Chapter 2, "Planning to Teach About Franco-American, studies in a school of ethnic studies, suggestions for which contain French language material, for elementary and secondary grades which integrate Franco American studies into a variety of different courses. Chapter 4 suggestions for developing a resource bank of Franco-American information, describes the potential benefits that the Franco-American community can offer to the classroom, provides guidelines for planning field

Moody, Charles D., Comp. Linn, Eleanor, Ed. Promoting Flexibility in Male Roles. Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.

Spons Agency—Department of Education, Washington, DC.
Pub Date—86 Pub Juse—so Note—30p. Journal Cit—Title IX Line; v7 n1 Fall 1986 Pub Type— Guides - Non-Classroom (055) — Col-lected Works - Serials (022) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Elementary Secondary Education, Emotional Development, "Emotional Experi-ence, "Equal Education, Father Attitudes, Fa-thers, "Males, Parent Role, Revene Discrimination, "Sex Bias, Sex Differences, "Sex

ence, "Equal Education, Father Attitudes, Fathers, "Males, Parent Role, Reverse Discrimination, "Sex Bias, Sex Differences, "Sex Fairness, "Sex Role In this publication issues are discussed which pertain to male roles and fatherhood." From the Desk of the Director" (Charles D. Moody, Sr.) discusses the need for increased role flexibility for men ingeneral and black men in particular. The lead article, "Equity: A Question in Balance" (D. Groves Dugger), delves into the causes and consequences of rigid role expectations for men and boys. Examples of negstive outcomes of rigid role expectations associated with males are given. Suggestions to bring men and women closer to the middle of a trait spectrum are included. The second article, "Illustrations of Male Experience," contains representative excepts of male experiences and associated masculine traits. Themes such as showing affection, taking risk, competition, and friendship are described. The remainder of the issue is devoted to specific aspects of school policies, programs, and procedures. "Teacher/Student Interaction, or, Must Boys Be Boys" (Iva A. Smith) provides a summary of the available knowledge on role expectation and student achievement. "Discipline and Gender: Reducing the Disparities" (Marta Larson) discusses school discipline and its relationship to sex role socialization. Suggestions for improving school discipline systems are made. "Career Planning: How Well Do We Prepare the Boys!" (Martha Adler) treats the specific needs of male students in career planning programs. "Involving Fathers in All Facets of School Activities" (Salome Gebre-Egiabher) presents ideas for increasing fathers involvement in school activities. Ten suggestions for successful father conferences and a chart listing practical tips to encourage father involvement in the schools are included. Concluding the issue is a list of recommended resources that may stimulate further thought. (APG)

SO 017 720 ED 280 757

The American Jazz Music Audience.

National Endowment for the Arts, Washington, D.C.; National Jazz Service Organization, Wash-

ington, DC. Pub Date—86 Note—82p.

Pub Date—86

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PCD4 Plus Postage.

Descriptors—9Audiences, Concerts, Interviews,

\*Jazz, Music Education, Public Opinion, Research Problems, Statistical Surveys, Surveys

This publication reports the findings of research
carried out in recognition of the need for an
in-depth analysis of the U.S. jazz music audience in
order to identify and assess ways to shape the future
of jazz as part of the "Survey of Public Participation
in The Arts" conducted in 1982. The research problem was to learn the size, characteristics, and
boundaries of the jazz music public. Following an
executive summary of the study and an introduction, the report is presented in nine chapters: (1)

"Size of the Jazz Music Audience"; (2) "Audience
Characteristics"; (3) "Performers of Jazz Music";

(4) "Performance Locations"; (5) "Residence Locations of the Audience"; (6) "Audience Crossover";

(7) "Demand and Barriers To Increased Attendance"; (8) "Number of Persons Who Like Jazz
Music"; and (9) "Characteristics of Persons Who
Like Jazz Music." Included are 19 tables related to
the discussion. (KWL)

SO 017 757 ED 280 758

Kronowitz, Ellen Centering on Japan. Teacher's Guide. Pub Date—86

Pub Date—86
Note—37p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP0I/PC02 Plus Postage.
Descriptors—Cross Cultural Studies, \*Cultural Activities, \*Cultural Awareness, \*Curriculum Juides, Elementary Education, Foreign Countries, \*Global Approach, Grade 3, Grade 4, Grade 5, Grade 6, Instructional Materials, Learning Activities, Resource Materials, \*Teaching Guides, Teaching Methods Identifiers—Japanese Culture
Maintaining that Japan is a strong ally and important trading partner of the United States, this publication contains a guide to teaching about Japan for students in grades three through six. This guide

combines the construction of a culture box with integrated learning activities to help students better understand Japanese life. Third-grade students focus on community life in Japan, while sixth-graders focus on Japan as a member of the world commity. Various activities are suggested to meet specific objectives, with guidelines provided on the management of the activities and the use and care of materials. (KWL)

ED 280 759 SO 017 886 Peaton, Connie S. Braeckel, Karen Trusty
A Salute To Our Constitution and The Bill of
Rights: 200 Years of American Freedom, Grades

Indianapolis Newspapers, Inc., IN.
Pub Date—86
Note—80p.; For a companion volume for grades
4-6, see ED 278 601.
Pub Type—Guides - Classroom - Teacher (052) —
Historical Materials (060)
EDRS Prics - MP01/PC04 Plus Postage.
Descriptors—Classroom Techniques, "Constitutional History, Course Content, Grade 1, Grade 2,
Grade 3, "History Instruction, Instructional Materials, Learning Activities, Lesson Plans, Primary
Education, Resource Materials, Teaching Guides,
Teaching Methods, United States Government
(Course), "United States History
Identifiers—"Bill of Rights, "United States Constitution

Identitiers—"Bill of Rights, "United States Constitution
Designed to meet the need for suitable materials
for teaching the Constitution and the Bill of Rights
to young children, this publication offers model lescons and teaching methods and includes specific
classroom activities. In the book's first section,
model lessons demonstrating the use of the newspaper to study the Constitution in grades one through
three are presented. Step-by-step procedures and
questions are included to show how a specific part
of the newspaper is used in a lesson. The second
section offers sample lessons that take children on
a journey, beginning with their present day experience, back to the time when the Constitution was
written. Numerous activities are suggested. A wide
variety of materials and instructional techniques are
illustrated and 11 appendixes containing a summary
of the Constitution, a glossary, a bibliography, additional information and various supplementary activities are included. (KWL)

SO 017 890 ED 280 760

ED 280 760

Bennett, William J.

Moral Literacy and the Formation of Character.

Department of Education, Washington, DC.

Pub Date—Oct 36

Note—18p.; Address given to the Harvard Club
(New York, NY, October 30, 1986).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MFBL/PCBI Plus Pustage.

Descriptors—"Course Content, "Curriculum, Curriculum Design, Curriculum Guides, "Elementary
Secondary Education, "Moral Development, Resource Materials, Teacher Influence, Teaching Methods, "Values Education
The "teaching of values" should be relabeled as an effort to help form the character of young people and to aid them in achieving moral literacy. There is a general consensus regarding helping children develop reliable standards of right and wrong to guide them through life. In order that children develop reliable standards of right and wrong to guide them through life. In order that children develop appropriate character traits, it is important by be able to identify both the form and content of these traits. Teachers and principals should be willing to articulate ideals and convictions to students, and to state not only the difference between right and wrong, but also make an effort to live that difference as role models for students. A wide choice of materials is available for infusion throughout the K-12 curriculum. (KWL) out the K-12 curriculum. (KWL)

SO 017 896 ED 280 761 Jones, Dianne Teaching Russian Culture: Concepts of Nature. Pub Date—86

Pub Date—86
Note—23p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, \*Cultural Awareness, \*Cultural Differences, Curriculum, \*Foreign Culture, History, Instructional Materials, Language Arts, \*Poetry, Resource Materials, Russian Literature, Secondary Education, \*Social Studies, Teaching Methods
Identifiers—\*Russia, \*Russian Studies

Russian culture is very much influenced by its huge land area, peculiar topography, and harsh climate. To understand Russian culture one must know how Russians perceive nature. This paper discusses how this concept may be conveyed to U.S. middle school students through poetry. Poems about nature can provide students an opportunity to understand and appreciate Russian attitudes and feelings about the land, the history, and the people. Divided into four headings, the paper discusses: (1) "The Natural World," a poetic recreation of the Russian forests, steppes, and mountains with its plants, animals, and people; (2) "The Russian National Character," poems that depict traditional Russian villages, love, internal problems, external aggression, and political satire; (3) "The Russian Soul," an analysis of spiritual destiny, one of the major themes of Russian poets; and (4) "Ancient Russian Mysticism," poems that explore the spiritual dunion of man, plants, and the divine. A list of references conclude the document. (KWL)

ED 280 762 SO 017 901

McKitric, Eloise Davis, Junet
Small Claims Court.
Pub Date—Apr 36
Note—11p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, "Civil Rights, eCourt Litigation, "Court Role, Due Process, Hearings, Law Enforcement, Resource Materials, Social Studies
Identifiers—"Small Claims Court
The study examined individuals and companies who used small claims courts and the results of decisions reached in small claims cases. A review of studies including an empirical study of two Ohio small claims courts monitored for 12 months made to clear that small claims courts most obe examined to determine if utilization and accessibility to this court system has improved for consumers. This study focused particularly on the activities of one small claims court in Wood County, Ohio from 1980 to 1985 where a random sample of 10% of the cases filed was examined. Questions were raised concerning who filed the complaints, the types of complaints, the winners, the magnitude of swards, and the information needed to utilize the system. The findings indicate that 58% of the plaintiffs were businesses while 98% of the defendants were individuals. In most cases, the judgement was in favor of the plaintiffs. The findings were similar to those of previous studies. The report offers some simple rules to follow when taking cases to these courts. Included are a list of references and a table of complaints filed. (KWL)

ED 280 763

ED 280 763 SO 017 933

plaints filed. (KWL)

ED 280 763

Nagel. Shaart

Using Microcomputers for Teaching.

Pub Date—86

Note—99.

Journal Cli—News for Teachers of Political Science, and the second of the se

ED 280 764
Patrick, John J. Keller, Clair W.
Lessons on the Federalists Papers: Supplements to High School Courses in American History, Government, and Civics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indians Univ., Bloomington. Social Studies Development Center.; Organization of American Historians, Bloomington, IN.

ter; Organization of American Fusionamis, Biod-mington, IN.

spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. teport No.—ISBN-0-94133-00-9

Report No.—iabit Pub Date—87 Contract—400-86-0020

Report No.—ISBN-0-941339-00-9
Pub Date—87
Contract—400-86-0020
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 (\$10.00, plus \$2.00 shipping and handling).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC04 Plus Postage.
Descriptors—Civics, Course—Content, High Schools, Instructional Materials, Learning Activities, "Lesson Plans, Resource Materials, Secondary School Curriculum, "Social Studies, Teaching Guides, Teaching Methods, "United States Government (Course). "United States Government (Course). "United States History Studying ideas from the Federalist papers provides high school students with an opportunity to examine the first principles of U.S. civic culture. By increasing their knowledge and appreciation of the basic ideas in the Federalist papers, students develop civic literacy that is likely to enhance their participation in a free society. This volume contains teaching plans for ten lessons: (1) "Federalists versus Antifederalists" (2) "What is The Federalist; Teaching and Republicanism in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 50, 50, 51"; (9) "Hamilton, Madison, and the Bill of Rights"; and (10) "Chronology of Main Bvents Associated with the Origin and Writing of The Federalist." The content and purposes of the lessons, their characteristics, and how to select and use them are thoroughly explained in the notes to teachers. Selected pap

SO 018 008

ED 280 765

We the People: Law Day USA 1987. 1987 Piansing Gdde.
American Bar Association, Chicago, Ill.
Pub Date—87
Note—87
Note—42p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizenship Education, "Community Benefits, "Community Education, Courts, "Law Related Education, "Curts, "Law Related Education, "Curts, "Law Responsibility

Related Education, "Laws, "Lawyers, "Legal Responsibility Identifiers—"Law Day "We the People" is the theme for the 1987 American Bar Association's 30th annual Law Day USA, observed May 1. This guide brings together information to help plan and execute programs which call attention to the principles and practices of United States law and justice. The guide contains facts about Law Day; tips for planning; a basic low budget Law Day package; Law Day award competitions; awards for Law Day programs; promotional, informational, and educational materials; and examples of 1984 public service winning programs. Nineteen model programs from previous Law Day activities are featured. (APG)

ED 280 766 SO 018 012

Annu Academic Freedom: A Call for Research.
Pub Date—Nov 86
Note—15p; Paper presented at the Annual Meeting of the National Council for the Social Studies (66th, New York, NY, November 14-18, 1986).
Contains blurred and broken print.
Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143)
EDRS Price - MP91 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Freedom, Citizenship Education, Educational Environment, Elementary Secondary Education, Higher Education, Intellectual Freedom, "Naturalistic Observation, "Research Methodology, "Research Needs, Research Opportunities, "Social Science Research, "Social Studies
Identifiers—Accuracy in Academia
The need for research on academic freedom as it applies to the K-12 level is addressed. The existing literature in the area of academic freedom, while often critical, rhetorical, and prescriptive, never calls for research. Indeed, there are very few examples of research in this area. Two separate ERIC (Educational Research Information Center) database searches were conducted. Only five research-based articles on academic freedom were found. The following questions are submitted as ones whose answers are fundamental to improving academic freedom policies and practices in support of citizenship education: (1) What conditions in schools and school districts contribute to an environment that supports the study of controversial issues? and (2) What conditions in schools and achool districts contribute to the successful resolution of protest cases? The use of naturalistic inquiry in the area of scademic freedom and controversial issues at the K-12 level is advocated. Included in the two appendices are interviews with two secondary social studies teachers. (BZ)

SO 018 014 ED 280 767 Hurrelmann, Klaus
Comprehensive Socialization Theory in Research
on Adolescence and Youth.
Pub Date—May 84

on Adolescence and Youth.
Pub Date—May 84
Note—24p; Paper presented at Integrative Perspectives on Youth Development Conference (Berlin, West Germany, May 20-24, 1984). For related document, see SO 018 015.
Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, \*Adolescents, Educational Psychology, Foreign Countries, Individual Development, Interdisciplinary Approach, Models, \*Psychology, \*Research Methodology, Secondary Education, \*Socialization, \*Social Science Research, Social Structure, \*Sociology, Theories, Youth Identifiers—\*West Germany
A general frame of reference for a comprehensive model of socialization is presented. This model considers different levels of theoretical analysis and amethodological combination of investigations of the "objective" social reality with "subjective" interpretations of reality as it is in the Federal Republic of Germany. The meta-theoretical model of the subject in socialization research, the principles of theory construction in this discipline, and pluralistic methodological procedures are discussed. An interdisciplinary approach is needed which will provide for a division of labor between sociology, psychology, and educational science within the framework of an integrative program of research. (BZ)

ED 280 768 SO 018 015

ED 280 768

SO 018 015

Harreimann, Klous
Social Isaquality and Selection in the Educational
System: Results and Implications of Socio-Structural
Socialization Research.
Pub Date—Oct 85
Noto—40p.; Paper presented at Social Inequality
Conference/German Sociological Association
(Bremen, West Germany, October 8-10, 1985).
Por related document, see SO 018 014.
Pub Type—Reports — Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/POLO Plus Pestage.
Descriptors—Disadvantaged Environment, \*Disadvantaged Youth, \*Educational Psychology, Elementary Secondary Education, Foreign
Countries, Psychology, \*Social Differences, \*Socialization, \*Social Science Research, Sociology, Students, Theories, \*Track System (Education), Working Class
Identifiers—West Germany
Family socialization is a social mechanism of the reproduction of social inequality from one generation to the next. The argument about the "class-specific socialization," which stopped in the 1970s, is being taken up again with this discussion and developed further towards a theory of

socio-structural and situation-specific socialization.
Also considered are the effects of family socialization on children's success in school. It seems clear
that the motivational, cognitive, linguistic, and social demands made in school are probably less developed in disadvantaged families. Although all
students, regardless of social origin, have the right
to be accepted to all educational courses, the connection between family origin and selection in
school-a discrimination against children from working-class families and favoritism of children worksing-class families and favoritism of children worksparents are civil servants or employees-becomes apparent. In the Federal Republic of Germany, this
process can very clearly be observed for this is-unlike other western industrial countries-an externally
differentiated system of the "Sekundarstufe I" with
organizationally separated types of school after the
fourth grade. (BZ)

SO 018 018

Pursons, Jim

The Nature and Implication of Textbook Bias.
Pub Data—82

Note—35p.

Pub Date—52
Note—35p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, Cultural Images, Elementary Secondary Education, Eskimos, "Ethnic Bias, Ethnic Discrimination, "Ethnic Stretotypes, Indigenous Populations, "Minority Groups, North Americans, "Racial Bias, Social Studies, "Textbook Bias, Textbooks Identifiers—"Native Americans Savage, blood-thirsty, drunk, monosyllabic, naked, and primitive are the stereotypes of Native Americans in textbooks. These stereotypes are so pervasive that they tend to be accepted uncritically by the rest of society. The evidence suggests that many textbooks are biased and, in a large number of cases, outright racist. The concept of "errors by omission" has been noted as important by several educators. Also, many authors who are critical of textbooks state that texts are written from a white Eurocentric perspective. In the pamphlet "Two History Texts: A Study in Contrasts" (1975), Moore states that judging one culture by the standards of another represents its own type of bias. Hence, Indians rae named Indians instead of a name of their own choosing; authors report that "funny sounding" place names come from Indians; Indian religions practices are called myths; and the Indians were "discovered" or "found" by Europeans. Critics of biased textbooks feel that, until things change for the better, another generation of school children will learn that some people in society are more valuable than others. In conclusion, the treatment of natives in textbooks and in education generally reflects that the society has low expectations for natives as a group and fails to see them as individuals. (BZ)

ED 280 770

SO 018 021

Bust. Lois Converse
Academic Travel Abroad for High School Students:
Making an Instelligent Choice.
Pub Date—Dec 86
Note—36p.; Exit Project, Indiana University at
South Bend.

Note—36p.; Exit Project, Indiana University at South Bend.
Pub Type—Guides - Non-Classroom (055) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF9L/PO2 Plus Postage.
Descriptors—Cultural Exchange, Foreign Culture, High School, High School Students, "Program Development, "Reference Masterials, "Student Exchange Programs, "Study Abroad, "Travel Social studies educators frequently receive publicity about programs of scademic travel abroad. The sponsoring organizations and institutions claim that these programs will improve foreign language ability, create greater international understanding, and help students grow personally. The question is whether or not these claims are supported by conclusive research and how educators can make well-informed, intelligent decisions about which programs to use. This study, organized into four sections, reviews the research of experts in the field of academic travel sbroad and provides educators with the knowledge and tools necessary to select or to create an effective scademic travel sbroad program for their students. The first section reviews recent research assessing the value of academic travel abroad. The second lists existing programs available to high school students. The third section provides examples of individual schools that chose to develop their own programs which can be used as

models for educators. The final section consider important concerns and responsibilities of the teacher or administrator making a decision about academic travel abroad. (APO)

SO 018 025

An Annotated Bibliography regarding the Correlates of Students' Negative Attitudes towards the Subject of Social Studies in the Elementary School Carriculum.

Pub Date—86

Note—55p.; Exit project, Indiana University, South Bend. Dance, Charles S. An Annotated Bibli lates of Students'?

Bend.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reference Materials - Bibliographies (131)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, \*Attitudes, Course Content, Curriculum Development, Educational Change, Elementary Education, \*Elementary School Curriculum, Instructional Improvement, Social Science Research, \*Social Studies, \*Student Attitudes, Student Motivation The problem in elementary social studies educations.

Notations, "Social Science Research, "Social Studies, "Student Attitudes, Student Motivation The problem in elementary social studies education is that it is one of the least-liked subjects. This has a devastating impact on social studies, a significant facet of the school curriculum. This bibliography reviews the research and the opinions and identifies the problems, the potential harm, the correlates, and reform attempts related to students' negative attitudes towards the subject. The document states the problem, and the purpose, organization, and limitations of the study; gives a glossary of social studies terms; and uses annotations of selected educational materials to support the problem, the potential harm, and the attempts at social studies reform. A summary with conclusions and recommendations is provided along with an additional bibliography. (KWL)

ED 280 772 SO 018 026
Otto, Robert A., Ed.
Implementation of the NCSS Guidelines for Teaching Science-Related Social Issues: Exemplar Lessons.
National Council for the Social Studies, Washington, D.C.

ton, D.C.
Pub Date—84
Note—77p.
Pub Type— Guides - Clasaroom - Teacher (052)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—\*Course Content, Elementary Secondary Education, Instructional Materials, Learning Activities, Lesson Plans, Resource Materials, \*Science Education, \*Social Problems, \*Social Studies, Teaching Guides, Teaching Mathods

"Social Studies, Teaching Guides, Teaching Methods
This document contains the Guidelines for Teaching Science-Related Social Issues adopted in 1982 by the National Council for the Social Studies and 10 examplar lessons each keyed to particular guidelines and drawing upon contemporary issues. The premise upon which the guidelines are based is that science is a social issue and that the examination of scientific issues offers an excellent opportunity for helping students develop a synthesized perspective on science-related ideas in conjunction with social, political, economic, ethical, and philosophical concepts. The lessons are: (1) "Food Chain"; (2) "The Energy Puzzle"; (3) "The Years Between The Wars"; (4) "Nuclear Power: An Exploration of the Concepts, Issues, and Controversies"; (5) "Focus on Today's Arms Race"; (6) "Computer Technology and Privacy"; (7) "Nuclear Power Issues"; (8) "Low-Level Radioactive Waste: Social, Scientific, and Economic Issues"; (9) "Science, Technology, and Health"; and (10) "Science/Society Issues in Current Events: News and Nukes." Suggestions for student activities, evaluation procedures, and sources of reference are contained in each lesson Included is an annotated bibliography. (KWL)

ED 280 773

SO 018 030

Daly, Richard F.

Is There a Real Difference in the Social Class
Origins of Female and Male Pre-Service Teachers at Mankato State University? Pub Date-87

Pub Date—87

Note—10p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Education Majors, Females, Higher

Education, Males, "Preservice Teacher Education, "Social Class, Social Differences, "Social

Distribution, Social Indicators, Social Science Re-

search, \*Social Status, Social Stratification, \*So-

cial Structure
Identifiers—\*Manksto State University (Minne-

Identifiers—"Mankato State University (Minnesota)

Educational sociologists have long been interested in the class origins of students intending to be teachers. There is a belief in the educational community that female pre-service teachers tend to be largely drawn from middle class families while the males tend to be largely drawn from working or lower class families (Hansen, 1967). Six null hypotheses were formulated to answer the general research question: Is there a real or statistically significant difference in the social class origins of female and male pre-service teachers at Mankato State University? The two-factor Index of Social Position (ISP) developed by Hollingshead and Meyerswas used to determine the social class origins in cot significant class origins in not significant. In addition, some of the corollary beliefs about the cognitive and verbal skills and values and attitudinal differences between female and male pre-service teachers require further research. (BZ)

ED 280 774

SO 018 032

Potvin, Bernie Parsons, Jim The Meaning of Christian Education. Pub Date—Nov 86

Potvin. Bernie Pursons, Jim
The Meaning of Christian Education.
Pub Date—Nov 86
Note—33p.
Pub Type—Opinion Papers (120)
EDRS Price - MF9L/PC02 Plus Pestage.
Descriptors—"Adolescent Development, "Catholics, "Christianity, Developmental Stages, Foreign Countries, "Individual Development, "Protestants, "Religion, "Religious Education, Protestants, "Religions, "Religious Education, Religious Factors, Religious Repainizations, Secondary Education, "Youth
An attempt was made to describe the experience of Caristian religious education for its participants. This research is both ethnographic and hermeneutic. Thick descriptions gathered from ethnographic methods like participant observation, in-depth inserviews, and journal keeping served as text for analysis. Weekly visits of one to four hours were made to each school, home, or community setting over the course of one school year. It became evident that for the two students (David and Rena) studied, activities in the home and school played a more important role in structuring their experiences than did activities in church, youth groups, or their community. Five themes emerged from the research: (1) Story; (2) Community; (3) Growth; (4) Meaning; and (5) God. The findings within each theme were understood as being in disalectical tension with theoretical dispositions. This relationship between findings and theory meant that two questions had to eaked: "How does the life-world of the students inform the initial theory?" The research is concluded with a definition formed by interpretation of the research themes. That is, Christian religious education is attending to and cooperating with God's activities with others. Such education is characterized by love, trust, responsibility, and discipleabip, Its goal is to promote right relationships with God's activities with others. Such education is acterized by love, trust, responsibility, and dis ship. Its goal is to promote right relationships God and others. (BZ)

SO 018 034 ED 280 775

Scott 13 Stephens, James Russel Methodology in Pre-Collegiste Anthropology: A Secondary School Approach.
Pub Date—Jan 87

Pub Date—Jan 87

Note—182p.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—"Anthropology. Case Studies,

"Course Content, Curriculum Design, Curriculum Development, Grade 11, Grade 12, Instructional Materials, "Secondary Education, "Secondary Education, "Secondary Education, Teacher Education, Teacher Education, Teacher Education, Teacher Education, Today's young people must cope with a shrinking

Models
Today's young people must cope with a shrinking planet earth; deal with complex human relationships and the dynamics of explosive social and technological change; and function in a world which has few precedents especially in the area of social change. This thesis delineates a practical methodology for teaching high school anthropology based on successful programs with eleventh and twelfth-graders in suburban Miami, Florida. The paper has six primary goals: (1) provide a brief historical outline and

its relevance for pre-collegiate courses in anthropol-ogy; (2) suggest a rationale for establishing anthro-pology as a key subject in the secondary school curriculum; (3) offer three plans for senior high school courses and to provide some instructional models; (4) propose a teacher-training course which will provide the necessary basics to begin the in-struction; (5) provide a list of resources which may be useful in planning and achieving instructional objectives; and (6) provide a philosophical base from which to implement anthropology in second-ary schools. Included are illustrations, tables, ap-pendices, and a bibliography. (KWL)

SO 018 036

Schroeder, Karsten
Old People in the Industrial Society: Social Net
and Self-Aid. Special Report. Soxial-Report.
Inter Nationes, Bonn (West Germany).
Report No.—SR-10-56-(e)
Pub Date—36
Note—30p.
p.b. 79

Pub Date—\$6

Note—30p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Pustage.

Descriptors—Age Discrimination, "Aging (Individuals), Foreign Countries, "Gerontology, Health, "Older Adults, "Quality of Life, Retirement, "So-"Older Adults, "Quality of Life, Retirement, "So-"

"Older Adults, "Quality of Life, Retirement, "So-cial Problems
Identifiers—"West Germany
In the last two decades, problems associated with aging have caused increased public concern. As a result of recent research in the Federal Republic of Germany, the science of gerontology has revealed new information about the living conditions and liv-ing standards of the elderly. The image of older recepts is still a neartier one and massing retirement. new minrimation about the riving continuous and inviting standards of the elderly. The image of older people is still a negative one and passing retirement age is widely regarded as being discarded from life. It is also assumed that older people's physical and mental health decline and they lose interest in their environment. However scientists, politicians, and social institutions have been successfully disproving these negative images. Aging is not synonymous with illness, helplessness, and a decline in physical and mental health. Instead, problems of older people are less physical than social. Leaving a meaningful career for the inactivity and isolation of retirement frequently leads to housing, sickness, social, and material problems. Further research is planned to discover how older people are coping with these problems in the Federal Republic of Germany. (APG)

ED 280 777

Peters, Richard

How to Incorporate Global Education into the
Social Studies Curriculum.
Global Horizons, The Center for Applied Ecosocial
Studies, Plaistow, N.H.

Social Studies Curriculum.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—Feb 87

Note—269.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF91/PC92 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awarenes, "Curriculum Development, Curriculum Guides, Elementary Secondary Education, "Global Approach, Instructional Materials, Integrated Activities, "Instructional Materials, Integrated Activities, Resource Materials, "Social Studies, Teaching Cuides, Teaching Methods Realizing that the day-to-day lives of the average citizens and the destinies of nations are being influenced by growing international, cross-cultural links, there is a need to cultivate in young people a world perspective which emphasizes the interconnections among cultures, species, and the planet. This paper surveys the background of global education and discusses the case for global perspectives in education. The major concepts of global education are presented along with suggestions on how they may be integrated with or fused into the social studies curriculum. A variety of teaching methods and learning activities are suggested and sample lesson plans are provided. Lists of references, resource materials, and organizations are included. (KWL)

ED 280 778

SO 018 039

Mason, Peter Private Education-A Tour d'Horizon

Pub Date

Pub Date—86
Note—14p.; Paper presented at the Conference on
Freedom and Diversity in Education in the European Economic Communities (Athens, Greece,
November 8, 1986).
Pub Type— Opinion Papers (120) — Reports General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Comparative Education, Educational Cooperation, Educational Demand, "Educational Opportunities, Educational Policy, "Equal Education, Foreign Countries, Government Role, "International Education, Private Education, Public Education Identifiers—Australis, Canada, Europe (West), New Zealand, United States
Two sets of opinion exist regarding the control of schools. The first pertains to the freedom of parental choice in education and the right of individuals and associations to run private schools subject to minimal government controls. The second stresses the overriding need to promote greater equality of opportunity in the form of publicly provided education and training. Based on comparative studies of the independent sectors of education in Western Europe, the United States, Canada, Australia, and New Zealand, this paper illustrates how nations have tried to achieve some kind of balance between these two views. The discussion seeks to clarify the issues which cause the marked difference in the acceptability, the scope, and the cost of private education in the various countries and in the degree of choice and equality of opportunity they schieve; and to demonstrate the strength of the common cause despite the differences, and the advantages of collaboration. The impact of such factors as explicit governmental action, the mores of society, and economic pressures are also reviewed. nic pressures are also reviewed

ED 280 779

SO 018 043

Samuelsen, Mary Lou Ecuador-Land of Contrasts. Kindergarten-Third

Pub Date

Pub Date—86
Note—26p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—47res Studies, Art Activities, \*Cultural Awareness, \*Cultural Education, Foreign Countries, Grade 1, Grade 2, Grade 3, \*Interdisciplinary Approach, Kindergarten, Locational Skills (Social Studies), Primary Education, Units

of Study Identifiers—\*Ecuador

Identifiers—"Ecuador
This primary social studies unit, designed to teach
an awareness of the Americas, is appropriate for
teaching kindergarten through third grade students
about Ecuador. The activities could easily be
adapted to fit Mexico and many other countries in acapted to itt Mexico and many other countries in Central and South America. Eleven basic concepts are developed in this unit. The concepts are: (1) "We live on the North American continent"; (2) "The South American continent is south of North America"; (3) "Ecuador is a country in South America"; (4) "Ecuador is a land with high volcanic America; (4) "Ecuador is a Loudry in South America; (4) "Ecuador is a land with high volcanic mountains, valleys, a sea coast, and jungles"; (5) "The climate of Ecuador is different than Indiana"; (6) "Ecuador has different kinds of plants"; (7) "Ecuador has many different kinds of plants"; (7) "Ecuador has many different kinds of animals"; (8) "The people in Ecuador may dress differently han we do"; (10) "The people in Ecuador enjoy stories and music that are different than ourn"; and (11) "The flag of Ecuador is different from our flag." Activities are designed to teach each concept through a variety of teaching methods and materials. Map, art, reading, Spanish language, and cultural appreciation skills are developed. There are several attitudinal goals for this unit. These are: (1) children will have an appreciation for a different culture; (2) children will realize, that although a culture may be quite different, people have the same culture may be quite different, people have the same basic feelings and needs; and (3) children will realize that our culture is dependent on other countries for certain products. Directions for initiating and concertain products. Directions for initiating and con-cluding the unit are suggested. In one activity, an Ecuadorian market day, the students sell items re-sembling those sold in an actual market in booths constructed using sheets, ladders, and chairs. The students buy items with paper money resembling Ecuadorian money. The unit concludes with pat-terns of a monkey, a donkey, and a parrot to cut out for use in the activities. A brief bibliography is in-cluded. (APG)

ED 280 780 SO 018 047 Ediger, Marlow The General Conference Menne Pub Date—Apr 87

Pub Date—Apr or Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Differences, Dress Codes,

\*Educational Attitudes, \*Family Life, \*Lifestyle,

\*Religious Differences, Rural Farm Residents fentifiers—\*General Conference Mennonite, \*Old

\*Religious Differences, Rural Farm Residents Identifiera—"General Conference Mennonite, \*Old Order Amish General Conference Mennonites and Old Order Amish are compared and contrasted in the areas of physical appearance, religious beliefs, formal education, methods of farming, and home settings. General Conference Mennonites and Amish differ in physical appearance and especially in dress. The General Conference Mennonite mem and women dress the same as others in society and follow no rules for shaving or hair length. Amish men wear plain colored clothes, and if married wear beards but no moustaches. Amish women wear sankle length plain dresses and do not cut their hair. General Conference Mennonites and Amish also differ in religious customs. General Conference Mennonites have more contemporary religious customs, while Amish retain their traditional services. Both groups, however, avoid lodge membership, drinking, gambling, cursing, saying or signing "I solemnly swear," military service, divorce, adultery, and premarital sex. The educational priorities of the Amish and General Conference Mennonites differ as well. General Conference Mennonites differ as well. General Conference Mennonites and Amish live in rural settings, although many young General Conference Mennonites and Amish live in rural settings, although many goung General Conference Mennonites and Amish live in rural settings, although many goung General Conference Mennonites and Amish live in rural settings, although many goung General Conference Mennonites and Amish live in rural settings, although many goung General Conference Mennonites and Amish live in rural settings, although many goung General Conference Mennonites and Amish live in curs settings, although many goung General Conference Mennonites and Amish live in curs settings, although many goung deeper londerence Mennonites and Amish live in curs settings, although many goung people do and the adults do not. (APG)

ED 280 781 SO 018 049

Moinar, Alex, Ed.
Social Issues and Education: Challenge and Re-sponsibility.

sponsibility.

Spons Agency—Association for Supervision and Curriculum Development, Alexandria, Va. Report No.—ISBN-0-87120-141-0

Pub Date—87

Note—143p.

Available from—Association for Supervision and

Report No.—ISBN-0-87120-141-0
Pub Date—87
Note—87
Note—843p.
Available from—Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86048; 89.75).
Pub Type—Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—\*Culture Conflict, Democratic Values, Elementary Secondary Education, \*Homosexuality, Leisure Time, Lesbianism, Literacy, Play, \*Quality of Life, \*Social Problems, Social Responsibility, Social Values, \*Textbook Content, \*Track System (Education)
Social responsibility is a difficult but essential aspect of being a professional educator. The contributors to this volume hope that the social policy debate within the education profession will be encouraged. The book provides practical assistance for educators in developing curriculum and instruction programs that foster creativity and critical thinking in relation to social issues. In this volume are: "Forward" (Gerald R. Firth); "The Emperor Has No Clothes" (Alex Moinar); "Tracking Beliefs, Practices, and Consequences" (Jeannie Oakes); "Confronting Social Attitudes in Textbooks: The Response and Responsibility of Teducators" (Steven Selden); "Children's Play and Adult Leisure: The Social Responsibility of Educators (Nancy R. King); "Ethnic Diversity, the Social Responsibility of Educators to Gay and Lebian Youth" (James T. Sears); "Educating for Excellence on an Endangered Pianet" (Tony Wagner); "Literacy in a Democracy: Our Responsibility as Educators and Citizens" (Harold Berlak); and "Promoting Equity: The Forgotten Responsibility" (Vito Perrone). (BZ)

ED 280 782 SO 018 051 ogies for Prehistoric & Historic Preserva-

Congress of the U.S., Washington, D.C. Office of Technology Assessment. Report No.—OTA-E-319

SO 018 058

Pub Date—Sep 86 Note—209p. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pab Type—Reports - General (140) — Legal/Legislative/Regulatory Materials (090)

EDRS Prics - MF01/FCDP Plus Postage.

Descriptors—Archaeology, Architectural Character, 'Architecture, Building Conversion, Building Obsolescence, 'Buildings, Conservation (Environment), Construction Materials, Facilities, Facility Guidelines, 'Preservation, 'Repair, Resources, 'Technological Advancement Archaeological remains and historic structures and landacapes are important tangible reminders of the United States' rich and diverse cultural heritage. In recent years the stresses on these unique, nourenewable cultural resources have increased dramatically. This report presents the primary findings of an assessment requested by the House of Representally. This report presents the primary findings of an assessment requested by the House of Representally. This report presents the primary findings of an assessment requested by the House of Representally. This report presents the primary findings of an assessment requested by the House of Representally. This report presents the primary findings of an assessment requested by the House of Representally. This report presents the primary findings of an assessment requested by the House of Representatives Committee on Interior and Insular Affairs. Focus is on the applications of preservation technologies and identifies research and development needs. It also explores how improvements in Federal policy and implementation can make more effective use of technologies appropriate for managing this country's prehistoric and historic cultural resources. Appendices are: (1) "Cultural Resources Management Laws and Regulations"; (2) "Documentation and Conservation of Rock Art''; (3) "Governmentation and Conservation of Rock Art''; (3) "Governme

ED 280 783 SO 018 053 A Guide to Curriculum Development in Social Studies. Iowa State Dept. of Public Instruction, Des Moines. Pub Date—Dec 86

Pub Date—Doc 86
Note—188p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC08 Plus Postage.
Descriptors—Course Content, Curriculum Design,
"Curriculum Development, Curriculum Evaluation, Curriculum Guides, Elementary Secondary
Education, Instructional Improvement, Learning
Activities, Resource Materials, "Social Studies,
Student Evaluation, Teaching Methods
Identifiers—Iowa

Activities, Resource Materials, \*Social Studies, Student Evaluation, Teaching Methods Identifiers—Iowa
Designed to aid teachers and administrators in developing curriculum and improving instruction in the K-12 social studies, this guide is intended to help districts enhance and build upon their current local curriculum. It is also designed to assist educators in developing social studies programs to meet children's educational needs. The guide is organized into three major sections: (1) rationale, philosophy, and goals; (2) scope, sequence, and strategies, which include democratic beliefs and values, skills, approaches to organizing instruction, suggested teaching and learning strategies, sample lesson formats, and course descriptions; and (3) evaluation, which covers student and program evaluation as well as the selection of evaluation materials. The appendices include samples of general objectives for social studies and skills; sample allocation of instructional time in elementary schools; needs assessment instruments; computers, software, and the social studies; and a curriculum planning model for the K-12 social studies. Figures and tables are also part of the appendices. (KWL)

ED 280 784 SO 018 054
Widuits Florence
The Person and the Planet: A Problems Course. A
Carriculum Guide. Revised Edition.
Pub Date—85
Note—51p.
Available from—International Institute of Transpersonal Diplomacy Publications, 3318 Gumwood Drive, Hyattsville, MD 20783 (\$7.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC03 Plus Postage.
Descriptor—8 Behavior Development, \*Creative Thinking. Higher Education, Individual Power, Lesson Plans, Meditation, \*Personality Develop-

ment, \*Problem Solving, Secondary Educ Self Actualization, \*Self Concept, Self Evalı (Individuals), Social Action, Sociology, \*1 Problems

(Individuals), Social Action, Sociology, "World Problems
Growth occurs when the need for change is recognized by the individual through self-analysis, and when measures to effect the change are self-initiated. In this course the student is actively involved at every step in self-evaluation, identifying problem areas in her or his relationships and environment, selecting topics and issues for research, formulating the questions she or he wishes to answer, and discovering appropriate sources of information. Reliance is placed on teacher-pupil planning, guided discussion, and informal presentation of material. Lectures and instructive diagrams are employed in subject areas not readily available, such as methods of encouraging creative, intuitive thinking and achieving a planetary perspective. Aid in effecting desired changes in feelings and behavior is provided in guided awareness exercises and imaging. Included is a reading list of books that inspire and stimulate growth. (BZ)

cluded is a reading list of books that inspire and stimulate growth. (BZ)

ED 280 785

Johnston, Michael

The New Caristian Right and the Powers of Television.

Pub Date—Aug 86

Note—31p; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).

Pub Type—Reports - Descriptive (141)

EDRS Price - MP61/PC02 Plus Postape.

Descriptors—Audiences, "Christianity, Conservatism, Democratic Values, Higher Education, Mass Media, "Mass Media Effects, Media Research, "Political Influences, Programing (Broadcast), "Religion, Religious Education, Symbolism, Television Research, "Television Viewing Identifiers—Televangelism

Religious services and programs have been a feature of U.S. broadcasting since regularly-scheduled radio began in the 1920s. With the emergence of television, broadcast religion is more pervasive than ever before. It has also become the focus of debate over its roie in United States politics. Televangelism is best regarded as a dialogue between communicators and audiences, not a magical tool by which the few manipulate the behavior of the many. This is not an assertion that the video preachers have somehow failed. Rather, their followings suggest that they are succeeding at what the mass media can do best: to engage, through the skillful use of symbols, the inner conflicts and anxieties of large numbers of people, and then to skillfully read and adapt the message to the responses which the audience is constantly transmitting back. (BZ)

ED 280 786 SO 018 057

ED 280 786 SC 018 037 Senekal, J. E. The Effect of Television on the Religious Activities of English-Speaking Secondary School Pupils. Research Finding COMM N-119. Human Sciences Research Council, Pretoria (South

Research Finding COMM N-119.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-0247-X

Pub Date—8-5

Note—939.

Pub Type— Reports - Research (143)

EDRS Price - MFBI/PCO Plus Postage.

Descriptors—"Audiences, "Church Programs, Forcign Countries, "Mass Media, Mass Media Effects, Media Research, Religion, "Religious Education, Secondary Education, Television Research, "Television Viewing Identifiers—"South Africa.

By the time SABC TV became operational in January 1976 in South Africa, television had already been firmly established in most overseas countries. Therefore prior to the introduction of television here was the opportunity to do research work to determine the effects of television on society. Between 1974 and 1981 the Institute for Communication Research, in collaboration with the different education departments, undertook an extensive investigation into the effect of television on the school-going youth which included research on the religious activities of English-speaking secondary school pupils. The following questions received attention in the study: "To what extent do these pupils participate in religious scitivities?"; "Have there been any changes in the participation in these activities over a period of time?", "Do girls participate in religious scitivities?"; "Have there a relationship between the pupils' phase of "Is there a relationship between the pupils' phase of

development and their participation in religious a tivities?"; and "Does television have an effect on ti-religious activities of English-speaking pupils'

ED 280 787

Engel, James G.
Developmental Stages in School Computer Use:
Neither Marx Ner Plaget.
Pub Date—May 86
Note—169.
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Autoinstructional Aids, "Computer
Assisted Instruction, "Computers, Computer
Software, "Computer Uses in Education, Courseware, Educational Equipment, Education, Information Technology, "Social Studies
Identifiers—Marx (Karf), Piaget (Jean)
Karl Marx's theory of stages can be applied to
computer use in the schools. The first stage, the P
Stage, comprises the entry of the computer into the
school. Computer use at this stage is personal and
tends to center around one personality. Social studies
teachers are seldom among this select few. The
second stage of computer use, the D Stage, is characterized by the diffusion of computers into other
areas of the school. The social studies teachers harbor great hopes at the D Stage. They expect computers to help students with the drill and
memorization of the basic facts so they can proceed
to the more important concepts. Disillusionment often accompanies the second half of the D Stage
although computers do not whither away. In the T
Stage the computer is seen and used chiefly as a
tool, and is rarely considered as an end in itself or
as an object to be studied. Jean Piaget posited stages
of growth and concluded with Marx that students
cannot go from stage one to stage three without
moving through stage two. It may be possible for
social studies teachers, however, to skip over the
peculiarities of programming and the disappointment of drill-and-practice since social studies software for the T Stage is readily available from
commercial publishers. A jump right into the T
Stage may, in fact, be the best way for the social
studies to enter the information age. (BZ)

SO 018 065

ED 280 788

Georgis Mediagraphy and First Supplement, 1985.
Georgis Mediagraphy and First Supplement, 1985.
Georgis Mediagraphy and First Supplement, 1985.
Georgis State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date—85
Note—65p.; Product of the Division of Instructional Media Services.
Pub Type—Reference Materials - Bibliographies (131)—Guides - Non-Classroom (055)
EDRS Price - MPDI/PCB Plus Postage.
Descriptors—Annotated Bibliographies, Art, Biographies, \*Education, Language Arts, Music, Nonprint Media, Physical Education, \*Resource Materials, Sciences, Social Studies, Television Identifiers—"Georgis
This guide is designed to assist media specialists in building resource collections and teachers in meeting state requirements for the study of Georgis, at will provide support to other curricular areas awell. It is limited to print and non-print materials about Georgia, and is divided into sections on art, music, language arts, science, physical education, and social studies. Special sections are devoted to biographies of Georgians and to instructional television series relating to Georgia. A section listing professional resources and auxiliary agencies offering free and inexpensive materials is include. Entries are in alphabetical order by author's name and are arranged under the appropriate subject heading. Native-born Georgian authors are indicated by an asterisk. Citations include author, title, publisher producer, copyright date, format, grade level, and publisher's producer's amontation. All entries are commercially available. The supplement updates the earlier guide, adds a list of Georgia periodicals, and expands the list of state agencies offering free or inexpensive materials related to Georgia. (APG)

ED 280 789 SO 0.

Razdrezch Paruda, Juan E.

Que Tai la Justicia Social en los Alumnos

UIA (Universidad Iberoamericana)? Invercion sobre los Logros en la Formacion V

(What about Social Justice among the Stu SO 018 068 of the Iberoamerican University? Survey on the Achievements in the Acquisition of Values), Universidad Iberoamericana, Mexico City (Mex-

Universidad Iberoamericana, Mexico City (Mexico).

Pub Date—Aug 86
Note—80p.; Author's abstract is written in English.
Document contains light print.
Language—Spanish
Pub Type— Reports - Research (143)
EDRS Piele - MP01/PC04 Plus Postage.
Descriptors—Christianity, "Evaluation Criteria,
Higher Education, Humanitarianism, Individualism, "Justice, Liberalism, Personal Autonomy,
"Philosophy, "Social Attitudes, "Social Cognition, Social Science Research, Social Values,
"Values Identifiers—Mexico. Values
 Identifiers—Mexico

Identifiers—Mexico
This survey investigates how the students of social philosophy modify their criteria on basic questions of social justice. A questionnaire of 30 questions, wish 5 options, was developed. The five answer/options correspond to the following five schools of social philosophy (five ways of thinking): (1) literal individualism; (2) humanitarianism; (3) positivism; (4) collectivism; and (5) Christian solidarity. It was given to 300 students in 9 courses at the beginning and the end of the course. Results indicate that the students gained a superficial understanding of social justice, but that the courses did not algnificantly modify their criteria. The majority of students did not consider that centralized socio-economic condimounty their criteria. Itse majority of students due not consider that centralized socio-economic conditioning is necessary for people to develop with dignity. Regarding the capital-labor relationship and the right of private property, the students are highly individualistic in their criteria. To understand general principles, it is necessary to first make practical applications. (Author/BZ)

ED 280 790 SO 018 072

Ediger, Marlow The Holdeman Pub Date—87 an Memonites in Society.

The Holdeman Memonites in Society.
Pub Date—87
Note—15p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MFBL/PCBI Plus Postage.
Descriptors—"Amish, Clothing, "Cultural Differences, "Cultural Traits, Minority Groups, Philosophy, "Religion," Religion, "Cultural Groups, Social Values, "Subcultures, Work Attitudes Identifiers—"Mensonites
The Holdeman Mennonites live in many states of the United States, and in Canada. They represent a unique culture with definite beliefs and philosophies. The physical appearance of the Holdeman Mennonites readily identifies who hey are. Too frequently, outside viewers feel that the Old Order Amish with their horse drawn carriages, horse drawn carriages, horse drawn farm machinery, and unique dress represent a Mennonite philosophy. The Holdeman Mennonites differ much in their thinking from the Old Order Amish. A discussion of the differences covering the areas of physical appearance and dress, religious services, the world of work, the home setting, and philosophy of life is presented. (BZ)

ED 280 791 SO 018 077 DeKock, Anita, Ed.

DeKock, Anita, Ed.

U.S. Polley and Radical Regimes: Report of a Vantage Conference (Berkeley Springs, West Virginia, September 25-27, 1986).

Spons Agency—Stanley Foundation, Muscatine, Lowa.

Pub Date—86

Note—32p.

Pub Type—Collected Works-Proceedings (021)—Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Authoritarianism, Conflict, \*Developing Nations, \*Diplomatic History, Dissent, Foreign Countries, \*Poreign Policy, \*International Relations, \*Revolution, \*Self Determination, Totalitarianism, Violence, War, \*World Affairs

Affairs

Identifiers—Algeria, Angola, China, Cuba, Iran,
Libya, Mozambique, Nicaragua, United States,
Zimbabwe

The United States policy of branding governments—especially those in developing nations—as
"good guys" or "bad guys" has been costly. The
price has been paid in lost lives, confrontations with
the Soviet Union, loss of diplomatic flexibility, and
domestic political stresses. It seems an opportune
time, now that the United States is moving toward
a more confrontational foreign policy, to examine a more confrontational foreign policy, to examine past practices and policies toward radical regimes

and, if possible, develop a strategy to deal with radical regimes. The following comparative case study
discussions are also included: Cuba and China;
Libya and Algeria, Mossadeq and Khomein, Nicaragua and Zimbabwe, and Angola and Mozambique.
A number of suggestions emerged from the conference; most of these touched upon United States political culture. All participants agreed that the
'task-force mentality'—the tendency to view events
from a short-term perspective and to expect results
overnight-must be adjusted. The group also agreed
that not enough attention has been paid to the situations and priorities of the regimes labelled as radical.
(BZ)

ED 280 792 SO 018 083
Taeuber, Cynthia M. Valdisera, Victor
Women in the American Economy.
Bureau of the Census (DOC), Suitland, Md. Popula-

m Div.

Pub Date-Nov 86

Pub Date—Nov 86
Note—54p.
Journal Cit—Current Population Reports; Series
p-23 n146
Pub Type— Reports - Research (143) — Journal
Articles (080)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparable Worth, \*Economic Status, \*Educational Status Comparison, Employed
Parents, \*Employed Women, \*Employment
Level, Equal Opportunities (Jobs), \*Females,
 \*Mothers, \*Salary Wage Differentials, Sex Bolis,
 Sex Role

Sex Role Sex Rose
Trends in the economic status of women in the
United States and their implications for society and
women themselves are traced in this publication.
The report focuses on women in the work force,

The report focuses on women in the work force, including occupation and wage gains relative to men; poverty status; economic consequence of changes in trends related to living arrangements, education, fertility and marriage; and differences according to age, race, and ethnicity where applicable. Highlights of the report include: The number of women in the civilian labor force in 1985 averaged 51.1 million, and 31.5 million women held full-time, year-round jobs. Young women are increasingly delaying marriage and childbirth to attend college and establish careers. One out of five families with children is maintained by a woman. Over half of all children in the civilian mothers with children under 18 had a working mother in 1985. Twenty million mothers with children under 18 were working in 1985. Over half of all married women with children under the age of 6 were in the labor force in 1985, compared with only 12 percent in 1950. Forty-eight percent of women with babies in 1950. Forty-eight percent of women with babies under 1 year of age were working in 1985, as were over half the mothers with toddlers under age 3. Forty-four percent of the children of full-time workover half the mothers with toddlers under age 3. Forty-four percent of the children of full-time working mothers are cared for in another home. College enrollment of women is now nearly as high as that of men, but more women enroll in subjects which generally lead to lower paying jobs. Women with young children have relatively high unemployment rates as compared to rates of women overall. By 1995, 61.4 million women are projected to be in the labor force, which translates to a participation rate of 60 percent. The distribution of both men and women across occupations has changed, but the labor market remains segregated by sex. However, women have made significant progress in managerial occupations. One in nine full-time, year-round working women in 1979 was a secretary with median earnings of \$10,620. About 9 percent (150,000) of the total resident Armed Forces were women, in 1985. In 1984 13 percent of full-time, year-round working women earned more than \$25,000, compared with 46 percent of men. The poverty rate in 1984 for all families maintained by women was 34.5 percent; the comparable rate for flact and thissens femilies was below \$17.000. poverty rate in 1984 for all families maintained by women was 34.5 percent; the comparable rate for Black and Hispanic families was high at 51.7 and 53.4, respectively. Over 50 charts and tables illus-trate the findings. An extensive appendix covering references and sources concludes the document. (ABC)

ED 280 793 SO 018 086

Camp, Sharon L., Ed. And Others
Towards Smaller Families: The Crucial Role of the
Private Sector. Draper Fund Report Number 15.
Draper Fund, Washington, D.C.; Population Crisis
Committee, Washington, D.C.
Pub Date—Dec 86

Note—37p.
Pub Type— Collected Works - General (020) —
Reports - Descriptive (141)
EDRS Price - MF61/PC02 Plus Postage.

Descriptors—"Contraception, "Developing Nations, "Family Planning, "Permales, Foreign Countries, Government Role, International Programs, Laws, "Medical Services, "Overpopulation, Private Agencies, "Sex Education Identifiers—Colombia, Guatemala, India, Indonesia, Jamaica, Korea, Thailand The Draper Fund was established within the Population Crisis Committee (PCC) in 1975. Contributions to the fund are used by the PCC to encourage and expand those activities which promise the greatest impact in slowing world population growth. Seven papers written around that theme are included in this report: "The Crucial Role of the Private Sector" (Mary Barberis and John M. Paxman); "Promoting Family Planning through Women's Development" (Kaval Gulhati); "Tapping Private Industry" (Bradman Weerakoon): "Enlisting Private Practitioners" (I-cheng Chi and May Huang); "Motivating Communities through Economic Incentives" (Metchai Viravaidya and Donaid Weeden); "Social Marketing of Contraceptives" (William P. Schellstede and Bonnie B. Derr) and "Introducing New Contraceptives" (Sheldon J. Segal and Elsimar Coutinho). (BZ)

SO 018 097 Abegaz, Berhanu, Ed.
The Economic Demography of Mass Poverty.
College of William and Mary, Williamsburg, VA.
Dept. of Anthropology.
Pub Date—86
Note—156p.
Journal Cit—Studies in Third World Societies; n29

Journal Cit—Studies in Third World Societies; n29
Sep 1984
Pub Type— Collected Works - General (020) —
Reports - General (140) — Opinion Papers (120)
EDRS Price - MF01/POT Plus Postage.
Descriptors—Children, Demography, "Developing Nations, Development, "Economic Factors, "Family Size, Food, Foreign Countries, Higher Education, Hunger, Living Standards, "Poverty, Poverty Areas, "World Problems Identifiers—Bangladesh, Brazil (Sao Paulo), Ohana, Nigeris, West Africans volume discuss various The four papers in this volume discuss various facets of the poverty-demography interaction: the rationale for the desired family size of the poor, the problems of attaining such size, the effect of family size/structure on household economy, and the fusure well-being of the children of the poor. "Mass Poverty, Demography, and Development Strategy: A Selective Survey" (B. Abegaz) is a selective survey of the major economic and demographic characteristics of mass poverty. "Poverty and Household Responses in Rural Bangladesh (Q. M. Khan) explores the linkages between rural poverty and demographic behavior, using 1976-77 data from the Rural Poverty Survey of Bangladesh. "Child Fostering and High Fertility Interrelationships in West Africa" (U. C. Lisugo-Abanihe) examines the interrelationships between socio-cultural and demographic cevents that arise from the prevalent practice West Africa" (U. C. Isiugo-Abanihe) examines the interrelationships between socio-cultural and demographic events that arise from the prevalent practice of child fostering, with an emphasis on the practice in Ghana and Nigeria. "Underdevelopment, Urban Growth, and Collective Social Action in Sao Paulo (Brazil)" (C. H. Wood and S. D. McCracken) raises a host of philosophical and substantive issues concerning the nature of the urban labor market in Sao Paulo, Brazil. (BZ)

ED 280 795 SO 018 099

ED 280 795
Teeter, Ruskin
Profiles in Leadership.
Pub Date—Aug 86
Note—13p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Flagstaff, AZ, August 4, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

(141)
Price - MF01/PC01 Plus Postage.
Descriptors—"Educational Change, "Educational History, "Educational Legislation, Educational Quality, Higher Education, High Schools, Leadership Qualities, Private Schools, "Public Schools, Teacher Education"

Teacher Education Identifiers—"Mann (Horace), Massachusetts Teacher educators and others concerned with the present-day school reform movement may profit from a consideration of the leadership styles, psychological make-up, motivation, work habits, and personal charisma of some of the reformers of the past century. This paper examines the work of Horace Mann and attempts to juxtapose elements of his leadership style against the work of some of his

ideological heirs today. Mann overcame poor schooling to graduate valedictorian of his class at Brown University. He graduated from law school and set up practice in Boston. In 1937, he was invited to become the first salaried executive and secretary of the Massachusetts State Board of Education. Although the job was only an advisory position, Mann and an opportunity to improve the lives of multitudes. In 1838, Mann rode through Massachusetts and found school houses in deplorable conditions, a lack of textbooks, poor teachers, and the atitude that school was a waste of time. The wealthy did not support Mann in his efforts to improve educational standards and accused him of trying to buy votes of the poor. Nevertheless, Mann transplanted his findings into legislation which called for better support of schools and urged revision of the state education code. After Mann's first year all his recommendations were turned into law, and his programs received the attention of social and political leaders. Mann's most significants of Mann's work is that he established a social and political lease for public education when most leaders thought it impractical or thought private academy with the public high school, but the real significance of Mann's work is that he established a social and political lease for public education when most leaders thought it impractical or thought private academies offered better instruction with little tax support. (APG)

ED 280 796 Yoo, Yushin

SO 018 110

No. 7 Island: Where We Stand: Comparative Study of Japanes and Kentucky Educational Requirements. Pub Date—3 Apr 87
Note—8p.

Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
"Extended School Year, Foreign Countries,
"Mathematics Achievement, "Parent Teacher
Cooperation, Second Language Learning,
Teacher Salaries, Teacher Student Ratio, "Tutor-

"Mathematics Achievement, "Parent Teacher Cooperation, Second Language Learning, Teacher Salaries, Teacher Student Ratio, "Tutoring Identifiers—"Japan, "Kentucky

The educational systems and requirements of Japan and Kentucky are compared in seven different areas. The first area compares total instruction days and illustrates the differences with a chart. Kentucky requires 175 days of instruction while Japan educated to the second area describes the "Juku" or private tutoring system. Besides the fact that Japanese students spend more hours in school, 60% of public and 90% of private school students enroll in relatively inexpensive private tutoring sessions after school to prepare for school entrance examinations. The third area of comparison is the mathematics requirements of Japan and Kentucky. An outstanding U.S. high school in Kentucky offers ocurres in algebra (two levels), geometry, and calculus while a typical Japanese high school offers algebra, geometry, basic analysis, differential and integral calculus, and probability and statistics. The course offerings plus time spent in the classroom account for the difference in U.S. and Japanese mathematics test scores. The fourth area describes her foreign language requirements which Japanese students must take from grade seven until graduation. English is mandatory and the student is allowed to choose between French, German, or Spanish as the second language. The fifth area describes parent and teacher involvement in Japanese schools. Japanese society respects scholars and believes that education is the only mens to a successful career. Therefore, parents sacrifice for their children's education and do not complain when their child is disciplined in school. Area six compares the teacher-student ratio which has raised the rank and salary of all public teachers and college professors. (APG)

ED 280 797 SO 018 147
What's the Difference? Teacher's Guide.
National Federation of Independent Business, San
Mateo, CA. Research and Education Foundation.
Pub Date—83

National Mateo, CA. Research Mateo, CA. Research Mateo, CA. Research Mateo, CA. Research Mateo, Cassroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage,
Descriptors—Capitalism, Communism, \*Comparative Analysis, Consumer Education, \*Costs, \*Developed Nations, Economic Development,
Economics, \*Economics Education, \*Economics

Status, Learning Activities, \*Living Standards, Socialism

Status, Learning Activities, \*Living Standards, Socialism Identifiers—France, Great Britain, United States, USSR, West Germany To assist students in comparing living standards in the Soviet Union and Western Nations, a chart containing data from a 1982 survey of the retail prices of 179 selected consumer goods and services is provided. Prices were converted into worktime equivalents and the capital of each country, with the exception of Munich, was chosen to represent the entire nation. The accompanying teacher's guide offers suggestions for using this chart which shows the prices of a wide variety of commodities in five major countries: Great Britain, France, West Germany, the Soviet Union, and the United States. The first of four major sections contains background information on the survey, the commodities selected, and an explanation of how money prices were converted into worktime prices. Section 2 includes a discussion of five general characteristics that can be used to compare economic systems. In section 3, the economies of five countries are compared in terms of these characteristics. In the final section, criteria for evaluating the performance of different economies are described. Each discussion is followed by an activity to help students better understand and use the concepts and information in the section. Although sections can be used separately, it is recommended that they be used in sequence. (LH)

## SP

ED 280 798

SP 027 88

Teacher Education in Arizona: Evolution or Revolution. The Report of the Governor's Tank Force on Teacher Education.

Arizona Governor's Office, Phoenix.

Pub Date—Jun 84 SP 027 883

Pub Date—Jun 84
Note—48p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Admission Criteris, Community Colleges, Elementary Secondary Education, Higher Education, Policy Formation, \*Preservice Teacher Education, \*Program Evaluation, \*Program Improvement, Student Teaching, \*Teacher Education Programs, Teacher Effectiveness, Teacher Recruitment

gram Improvement, Student Teaching, "Teacher Education Programs, Teacher Effectiveness, Teacher Recruitment Identifiers—"Arizona
The recommendations in this task force report by the Task Force on Teacher Education are based on information on the scadernic program, student profiles, research efforts and pedagogical programs obtained from site visits to the colleges of education in the three state universities in Arizona. The first section of the report discusses the educational system in Arizona, presenting an historical perspective, reflections on teacher effectiveness, and a consideration of the decline in teaching quality. Recommendations, presented in the second section, over the following areas: (1) content of the education program for teachers; (2) structure within the colleges of education; (3) admission to the colleges of education; (3) dimical education; (6) the student-teaching experience; (7) the role of the community college in teacher education; (8) orientation of newly hired teachers; (9) continuing prefessional development; (10) broadening recruitment; (11) the role of the principal; (12) minority teachers; and (13) the profession. (DD)

ED 280 799

SP 028 499 Harness, Tim D.
Toward a More Effective Teaching Force: Attracting, Preparing, and Evaluating Our Nation's Educators.

Educators.
Pub Date—Nov 86
Note—60p.; Exit Project, Indiana University at
South Bend.

South Bend.

Pub Type—Reports - Descriptive (141) — Reference Materials - Bibliographies (131) — Dissertations / Theses - Undetermined (040)

EDRS Price - MF01/PG03 Plus Postage.
Descriptors—"Educational Quality, Elementary Secondary Education, "Bvaluation Methods, Higher Education, "Policy Formation, Preservice Teacher Education, Public Opinion, Teacher Certification, "Teacher Effectiveness, Teacher Improvement, "Teacher Selection This study focuses on current policies of selection, training, and evaluation of teachers, and on cur-

rently available methods and resources to improve these policies. Annotations and abstracts are presented of recent studies on the following topics: (1) teacher quality; (2) public opinion of the public schools; (3) identifying effective education; (4) methods and practices of evaluation; and (5) efforts to improve teaching. A brief summary of key points follows each topic. Discussion and conclusions on insuring competency in certified teachers, employing the best of those certified, and insuring continued professional growth of teachers subsequent to employment are presented, and recommendations are made. Appendixes include data on the Scholastic Aptitude Test and the National Teacher Examination, a list of 85 effective teacher competencies, and 12 recommendations for a quality teacher evaluation system. (JD) and 12 recommendat uation system. (JD)

ED 280 800 SP 028 50
Dook, E. Dule, Ed. And Others
Simulation and Clinical Knowledge in Teacher
Education, Prologue to the Future. Proceedings
from a National Invitational Symposium (Knoxville, Tennessee, November 13-14, 1980).
Tennessee Univ., Knoxville. Coll. of Education.
Pub Date—Nov 86
Note—750. SP 028 503

Tennessee Univ., Knoxville. Coll. of Education. Pub Date—Nov 66

Note—75p. Pub Type— Collected Works - Proceedings (021) —
Reports - Descriptive (141)

EDRS Price - MP91/PC03 Plus Postage.
Descriptors—"Audiovisual Aids, Educational Technology, "Experiential Learning, Higher Education, "Instructional Effectiveness, Learning Strategies, "Preservice Teacher Education, "Simulation, "Teaching Methods

This monograph consists of papers delivered at the "Symposium on Simulation in Teacher Education" that was held to examine or define the state of the art of simulation in teacher education. The following papers are presented: (1) "Instructional Alternatives Available for Use in Professional Education" (D. R. Cruickshank); (2) "The Role of Interactive Video in the Acquisition of Teaching," (Greta Morino-Dershimer); (4) "Teacher Thinking" (Greta Morino-Dershimer); (4) "Teacher Information Processing in the Management of Classrooms" (Willis D. Copeland); and (5) "Clinical Knowledge and the Unique Role of Simulation as an Instructional Strategy for Teacher Education: A Participant's Perspectives" (Marcia J. Keith). A summary of the symposium by E. Dale Doak concludes the document. (JD)

ED 280 801

ED 280 801 SP 028 573 Faber, Jamet M.
Assessment Tools for Regular and Adapted Physical Education.
Pub Date—[87]
Note—16p.

cal Educatioa.
Pub Date—[87]
Note—16p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF91/PC91 Plus Postaga.
Descriptors—"Adapted Physical Education, "Disabilities, Elementary Secondary Education, Mainstreaming, "Measurement Techniques, Mainstreaming, "Measurement Techniques, Physical Education, Psychomotor Skills, Student Evaluation
Assessment in Adapted Physical Education is no longer the exception, but the rule under the guidelines of Public Law 94-142, the Education for All Handicapped Children. Act. Regular physical educators are currently becoming involved in assessment processes and joining school multidisciplinary teams for total profile development of school aged children. The following pages are to serve adapted and regular physical educators in their pursuit of finding appropriate assessment tools. Each tool is referenced by title, are of assessment, population, age, statistical responsibilities and publisher/purchasing agent. Lastly, the selected assessment tools are divided into sections for motor control and areas which are associated with motor control. (Author)

SP 028 600

ED 280 802 SP 028 60
The Redesign of Teacher Education: A Blasgrint for Excellence, First Annual Progress Report Presented to the Board of Regents.
Southeast Missouri State Univ., Cape Girardesu. Pub Date—17 Jul 86
Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PO32 Plus Postage.
Descriptors—Admission Criteria, College Schoc Cooperation, Cooperating Teachers, Curriculus Development, "Educational Change, Elementar Secondary Education, Field Experience Pre-

grams, Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, \*Preservice Teacher Education, \*Preservice Teacher Education, \*Program Development, Staff Development, Student Teaching, \*Teacher Education Programs Identifiers—Southeast Missouri State University A report is given on the redesign of the teacher education program at Southeast Missouri State University, which will integrate both preservice and inservice teacher education into one continuous process. Changes in the program design include: (1) development of more rigorous requirements for admission; (2) identification and implementation of exit criteria as prerequisites for graduation and/or certification; (3) improving the quality of and expanding the requirements for field based experiences; and (4) developing linkages (partnerships) between schools and higher education. Six task forces have been initiated in the college, comprised of public school personnel and university faculty, and have responded to the charge to offer recommendations for program changes. The recommendations for program changes. The recommendations for the task forces covering the following program components are presented in outline form: (1) curricular renewal for secondary preservice students; (3) expanded feld experiences; (4) collaborative partnerships linking the university and local education agencies; (5) selecting, training, and rewarding cooperating teachers; and (6) inservice staff development and the development of a Mission and Goals Statement, and the development and implementation of the Center for Assessment and Research in Education (CARE), Appendixes contain the full texts of the charge to the task forces until the opals and objectives of CARE, and the complete reports of all six task forces. (ID)

ED 280 803 SP 028 624 ED 280 803

SP U28 524
Intergovernmental Committee for Physical Education and Sport. Final Report of a Session (5th, Paris, October 7-13, 1986).
United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).
ub Date—Oct 86

Note—47p. Available from—UNESCO, 7, place de Fontenoy,

Available from—UNESCO, 7, pance of Pointsoy, 75700 Paris, France. Pub Type— Collected Works - Proceedings (021) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postags. PC Not Available from EDRS.

Descriptors—"Athletics, Elementary Secondary Education, "Foreign Countries, "International Cooperation, "Physical Education The Intergovernmental Committee for Physical Education and Sport held its fifth session at Unesco House in Paris October 7-13, 1986. A report is given on the plenary session, followed by reports of the ad hoc subcommittees which constitute 5 of the 16 items on the meeting agends. Six recommendations are reported on the lines of emphasis of Unesco's program for 1988-89, and of the Medium-Term Plan for 1990-1995 in the field of physical education and sport. Included in the appendices are the opening and closing addresses to the session and information on participants. (JD)

ED 280 804

Niemi, Hannele
The Meaning of Life among Secondary School
Pupils. A Theoretical Framework and Some
Initial Results. Research Bulletin 65.
Helsinki Univ., (Finland). Dept. of Teacher Educa-

tion.
Report No.—ISBN-951-45-4156-1
Pub Date—87
Note—93p.
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Foreign Countries, Human Dignity,
"Individual Needs, "Interpersonal Competence,
Life Style, "Secondary School Students, "Self Actualization, Self Determination, "Student Attitudes, "Values
Identifiers—"Finland
This monograph reports on an empirical survey of
394 secondary school students investigating their
desire to seek the meaning of their own lives. The
theoretical framework upon which the study was
based is that of Viktor E. Frank's hypotheses that
a human being wants to seek the meaning in his own

life. The questionnaire consisted of tests measuring pupils' concepts of their own life's purposes, significance, and meaningfulness. Questions dealt with values and attitudes toward existential questions. Pupils could also evaluate significance of school subjects in the the search for their own life's meaning. Initial results gave clear indication that students reflect quite a lot on the meaning of life, and most think that topics and questions dealing with existential questions should be addressed at school. Responses to open-ended questions on what they expected from school revealed that students asked for warmer and closer human relationships, more communication, more taking into account of individuality, more opportunity for choices, more support and encouragement, and more knowledge that has meaning for their personal life. The questionnaire is appended. (JD)

SP 028 649 Cooper, Pamela J.

Cooper, Pamela J.

Communication Competencies for Teachers: A CAT Subcommittee Report.

Pub Date—Now 36

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (November 6-9, 1986, Chicago, IL).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price —MP01/PO1 Plus Postage.

Descriptors—\*Communication Skills, Elementary Secondary Education, \*Listening Skills, "Teacher Behavior, "Teacher Effectiveness, \*Verbal Communication

Competencies recommended by speech communication

munication

Competencies recommended by speech communication and educational researchers, as well as communication specialists and teachers of various content areas are identified. Guidelines are presented for teachers, who should demonstrate competencies in sending and receiving messages that: (1) are used to obtain or give information; (2) express or respond to feelings; (3) speculate, theorize, or include fantasy; (4) serve to maintain and facilitate social interaction; and (5) seek to convince. (JD)

Health Projections in Europe, Methods and Appli

Health Projections in Europe. Methods and Applications.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ISBN-92-890-1036-3

Pub Date—86

Note—368

Note—368

Note—369.

Pub Type—Reports—Descriptive (141)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Delivery Systems, Economic Factors, Foreign Countries, Health Conditions, "Health Needs, "Long Range Planning, "Needs Assessment, Policy Formation, "Prediction, Public Health, Resource Allocation, "Trend Analysis The planning of health care systems is currently being carried out under conditions of uncertainty and economic constraint in Europe, and full integration of health projections into the decision making and planning processes at the highest levels is therefore essential. A study of work on projections of the future health situation in Europe was initiated in 1980. The study identified the methods that existed in the countries of the European Region and other similar countries for the projection of health projection in health planning is an important step in stimulating the further use of health projections as an integral component of the health planning and decision making process. It is only by the much wider application in bealth planning is an important step in stimulating the further use of health projections as an integral component of the health planning and decision making process. It is only by the much wider application of such methods that experience with these relatively new planning tools can be accumulated, and the true potential of these methods as a fundamental aid in health planning realized. (JD)

ED 280 807

ED 280 807 SP 028 to Drwe, Philip Stress: Causes, Consequences & Coping Strategies for Teachers. Final Report on Research Commis-sioned by the New Zealand Educational Insti-tute, 1981-1982. New Zealand Educational Inst., Wellington. Pub Date—Dec 86

Pub Date—Lee o...
Note—121p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Classroom Techniques, \*Coping, For-

eign Countries, Parent School Relationship, Primary Education, Relaxation Training, \*Stress Management, \*Stress Variables, Teacher Burnout, \*Teaching (Occupation) Identifiers—New Zealand
This study investigated the causes and consequences of teacher stress and effective means of stress management. Responses to a survey questionnaire were received from 800 primary teachers in New Zealand public schools (a response rate of 67.3 percent). Six situations which cause teacher stress were identified: (1) work overload; (2) expectations of parents and others; (3) relationships in the classroom; (4) unsupportive parents and difficult hidren; (5) the physical demands of teaching; and (6) little control over school events. The frequency with which these occurred and the levels of anxiety and tiredness associated with them were reported. Six specific coping strategies were identified: (1) rational task-oriented behavior; (2) adopting a conservative approach to teaching; (3) utilizing colleague support; (4) putting things into perspective; (5) becoming less involved; and (6) attempting to ride out the situation. Appendixes include a copy of the questionnaire, as well as self-awareness exercises teachers may use for assessing the events of the school day and developing coping mechanisms. A five-page bibliography is also included. (DJ)

EIJ 280 808 SP 028 667
Goodman, Jesse
Key Factors in Becoming (or not Becoming) an
Empowered Elementary School Teacher: A Preliminary Study of Selected Novices.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 87
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
Pub Type—Spenched Committee

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Teachers, Elementary
Education, Elementary School Teachers, Learning Strategies, "Teacher Effectiveness, Teacher
Student Relationship, "Teaching Skills, "Teach-

ing Strategies, "Teacher Effectiveness, Teacher Student Relationship, "Teaching Skills, "Teaching Styles Identifiers—"Empowerment Recent studies have used the notion of "empowerment" to describe individuals who assume a more critical and personally active approach toward the teaching profession. "Empowered" teachers are committed to providing thoughtful and challenging educational experiences for children and encouraging their pupils to develop personal talents and creativity. Little is known about the way in which potentially empowered novice teachers are socialized into their chosen profession, and there is a need to understand the factors that have a significant impact on the professional development of potentially empowered beginning teachers. This paper investigated the socialization of "potentially empowered beginning teachers. Phase one of the research examined the experience of 19 student teachers during their student teaching semester. The findings presented in this paper reflect the field work of the second phase of the research which occurred during the teachers' first semester of inservice teaching. After outlining the sampling procedures and research methods, the paper first portrays key factors regarding the teachers' efforts to put their empowering goals into practice as they began teaching. Factors that had a significant impact upon the teachers' process of becoming, or not becoming, an empowered teacher are presented. Implications for the induction programs in elementary school teaching are discussed in the light of the study's findings. (JD)

SP 028 67: School Based In-Service Teaching: A Handbook. United Nations Educational, Scientific, and Cul-tural Organization, Bangkok (Thailand). Regiona Office for Education in Asia and the Pacific. Pub Date—56

Pub Date—86
Note—62p.; Product of the Asia and Pacific Pro-gramme of Educational Innovation for Develop-ment (APEID).
Available from—UNIPUB 4611-F Assembly Drive, Lanham, MD 02706-4391.
Pub Type—Guides - Non-Classroom (055) — Re-ports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Avail-

-Elementary Education, Foreign

Countries, "Inservice Teacher Education, "Non Western Civilization, Participative Decision Making, "Program Development, "Program Effectiveness, "Teacher Participation
This monograph presents the results of an exploration of the effectiveness of the School Based In-Service Training (SBIT) program for primary teachers. The program operates on the premise that the school is the largest and most appropriate unit for educational change, and that teachers not only have the capability to develop their personal and professional abilities in the school and community, but also need to be involved in the identification and articulation of their own training needs. Chapter I describes the experience and practices of countries participating in SBIT. Chapter II offers guidelines for the development of SBIT programs. In Chapter III, summaries of case reports are presented from five countries that conducted pilot/experimental studies on the use of SBIT programs as a response to the growing needs and demands of social and technological changes in the society in which the schools operate. These reports are from: (I) Napal; (2) Pakistan; (3) Papus New Guines; (4) Republic of Korea; and (5) Thailand. The final chapter discusses the future potential of SBIT. (JD)

ED 280 810

SP 028 687

ED 280 810 SP 028 687

Norion, Ruth A.

Ownership & Function: A Case Study of an Inservice Project.

Pub Date—14 Nov 86

Note—56p; Paper presented at the Annual Meeting of the California Education Research Association (65th, November 13-14, 1986).

Pub Type—Speeches/ Meeting Papers (150) — Reports - Research (143)

EDRS Price - MPDI/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, "Group Dynamics, "Informal Leadership, "Inservice Teacher Education, "Program Development, Role Perception, Teacher Participation

The inservice project described in this case study involved three role groups—leaders, consultants, and teachers—in a collaborative effort to plan, implement, monitor and evaluate an inservice program. The program combined strategies for teaching writing with strategies for teaching reading in the content areas, while maintaining the integrity of the two original programs. The first section of this paper includes background information on the inservice project. The second section reports the findings, which are based on a content analysis of field notes taken during program sessions. The analysis is designed to answer two questions: (1) What was the function of each role group? and (2) Which role group took ownership of the project? Comments of each role group, collected through participant observations, were analyzed to discover emerging themes. The third section relates findings and includes implications for inservice and suggestions for further research. The results indicated that each role group took ownership of the project. The appendixes provide a dialog and charts aboving the process and some end products of the effort described in this case study. (JD)

ED 290 811 SP 028 688
Bruckerhoff, Charles
Tesching and Intentionality: How Models of
Tesching May Be Informed by Purpose.
Pub Date—Apr 87
Noto—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP01/P02 Plus Postage.
Descriptors—\*Cognitive Processes, \*Critical Thinking, \*Epistemology, Higher Education, \*Metacognition, Preservice Teacher Education, \*Teacher Education Curriculum, \*Teaching Methods
Identifiers—\*Polanyi (Michael)
A theoretical framework is proposed to guide the

Identifiers—"Polanyi (Michael)

A theoretical framework is proposed to guide the reflective thinking of practitioners in the classroom. In this paper, the teacher's work is considered to be a series of acts intentionally performed for the educational benefit of all individuals interacting in the classroom. A discussion is presented on the theory of personal knowledge developed by Michael Polanyi, and an explanation is given of what Polanyis epistemology offers teachers. A concept of teaching

is outlined that is based on Polanyi's theory of per-sonal knowledge. This concept recognizes the teacher's concern for instructing students explicity in an existing body of knowledge, and the students' need for expression that enables each individual to make explicit in some way their personal perspec-tive. A description is offered of a university program to help teachers choose and emphasize methods and activities for teaching in accordance with the intes-tional purposes of their lessons. Charts illustrate the models of teaching developed from the theoretical framework, and references are included. (JD)

ED 280 812 SP 028 689

Ross, E. Wayne

Processes of Perspective Development among

Preservice Social Studies Teachers.

Pub Date—Apr 87

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987). 1987).

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Dissonance, \*Education

ports - Research (143)
EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—Cognitive Dissonance, "Education Majors, Higher Education, "Modeling (Psychology), "Preservice Teacher Education, Role Models, Self Actualization, "Socialization, "Social Studies, "Student Attitudes, Student College Relationship, Teacher Education Programs
This study was undertaken to investigate the formation and development of preservice social studies teachers' perspectives and the relative roles of a preservice teacher education program and the individual in this process. An individual's teaching perspective is a way of thinking and acting in a teaching attuation. Examples of teaching perspectives were obtained through interviews with 25 social studies education majors at a major midwestern university. Analysis of the data supported the hypothesis that preservice teachers' perspectives are the product of a dialectial process of professional socialization. The influence of social structural variables, such as teacher education course work and field experiences, was found to be marginal and did not produce deep internal changes in the belief systems of the participants. Preservice teachers actively resisted constraints placed upon them by social structural variables. The participants were found to be active mediators in their relationships with socializing institutions as represented by the schools and university teacher education. The active role of the individual in the development of a teaching perspective was illustrated through the employment of four strategies: (1) role-playing; (2) selective role-modeling; (3) impression management; and (4) self-legitimation. (Author)

ED 280 813

SP 028 690

Marsh, David D.

Research Utilization Strategies for Preservice and
Inservice Teacher Educators.

Pub Date—Apr 87

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

ciation (68th, Washington, DC, April 20-24, 1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Diffusion (Communication), "Educational Research, Higher Education, Information Dissemination, Inservice Teacher Education, Networks, Preservice Teacher Education, Research Utilization, "Teacher Educations The theme developed in this paper is that major improvements could be made in the research acquisition and utilization process for preservice teacher educators and that this improvement would constitute important faculty development. Efforts to improve the way professors acquire and utilization is available to them. This paper begins with an exploration of these two assumptions. It then turns to the way professor as sumptions. It then turns to the way professor as sequing the sumption of the preservice ducators and school district-based inservice teacher educators and school district-based inservice teacher educators and inflerences in research acquisition and utilization for professors and district-based inservice educators are explored. Training as a vehicle for research acquisition and utilization is considered, and the role of networks in research utilization and institutional support for faculty development are discussed. Implications are developed for how faculty developsupport for faculty development are discussed. Im-plications are developed for how faculty development could proceed based on this analysis. (JD)

ED 280 814

ED 280 814

McMurray, J. G. And Others
Successful Life Experiences, Teaching Styles and
Stress in Beginning Teachers.
Pub Date—24 Apr 87
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—"Beginning Teachers, "Career Choice, Elementary Secondary Education, Poreign Countries, Higher Education, Preservice Teacher Education, Stress Variables, "Teacher Attitudes, Tacher Behavior, "Teaching Styles Identifiers—University of Western Ontario (Canada)

Antitions, 1 actors bensively, "Issaming styles Identifiers—University of Western Ontario (Canada)
The data in this study measure beginning teachers' perceptions of their own success in school and the degree to which they now believe themselves to be committed to making achool a happy, successful place for their students. The research also provides Canadian data on the sources and nature of stress during the first year or two of teaching and how beginning teachers perceive their stress levels compared with other beginning teachers, more experienced teachers, their own students, and during their preservice training. Anonymous questionnaire data were elicted from 300 Faculty of Education elementary and secondary graduates of a one-year consecutive program from the 1984 and 1985 graduates of the University of Western Ontario. The questionnaire was returned by 170 men and women who were currently employed. (JD)

ED 280 815 SP 028 695 Norton, Ruth A.

Divining and Defining a Problem Space: An Investigation of Preservice Teachers' Interactive Thinking.

Pub Date—Apr 87

Note—Spp.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-1, 1987).

ing of the American Educational Research Association (68th, Washington, DC, April 20-24,
1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDBS Price - MPBI/PC03 Plus Postage.
EDBS Price - MPBI/PC03 Plus Postage.
Descriptors—Cognitive Processes, "Decision Making, Elementary School Teachers, Elementary
Secondary Education, Higher Education, "Interaction Process Analysis, Preservice Teacher Education, Secondary School Teachers, "Student
Behavior, "Student Teachers, "Teacher Student
Behavior, "Student Relationship
Research on interactive thinking has revealed that
teachers make interactive decisions in response to
students' behavior and to the flow of the activities
or routines they have established based on their
planning. The purpose of this study was to describe
the interactive information processing of preservice
teachers, and to identify similarities and differences
among the interactive thoughts and decisions of elementary and secondary preservice teachers. Twenty
undergraduate student teachers participated in the
study. During the final weeks of student teaching,
the subjects were videotaped conducting lessons of
their own design and then responded to stimulated
recall interviews while watching the tapes. The results of the study indicated that each group reported
more pupil-related decisions than any other type.
However, there were differences in the patterns of the
participants. Elementary teachers placed a dominant emphasis on pupil-related decisions, while secondary teachers were more content-oriented. The
findings from case studies provide a close look at the
interactive thoughts and decisions of two exemplary
student teachers. Charst illustrate patterns of interscrive thinking, and appendices contain descriptions of the interview procedure and coding system
used in the study. References are included. (JD)

ED 280 816 SP 028 696

ED 280 816

Brown, James G. Wambach, Cecelia
Using Mentors to Increase New Teacher Retention: The Mentor Teacher Induction Project.
Pub Date—Feb 87
Note—18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-14; 1670).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF91/PCDI Plus Postage.

Descriptors—Beginning Teachers, College School Cooperation, Elementary Secondary Education, "Mentors, "Program Effectiveness, "Student Teachers, Teacher Attitudes, "Teacher Orientation, "Teacher Persistence Identifiers—Beginning Teacher Induction Project (MTIP) was designed to address the needs of beginning teachers during their "induction" into the teaching profession, and to increase the retention of new teachers in the profession. The central research question addressed by the project was: What will be the effect on beginning and student teachers of an induction program that emphasizes (1) contact with a mentor (i.e., a competent and experienced teacher); (2) involvement of mentor teachers in seminars; and (3) opportunities for both formal and informal professional support (both student teachers and first year teachers)? A description is given of the elements of the program and how the program was conducted by means of an attitude questionaire that was administered to participants of the MTIP and also to a control group who did not participate in the project. The findings indicated that the first year teachers in the MTIP expressed to a greater extent the intent to continue teaching, compared to first year teachers not involved in the project. Both mentors and new teachers have provided consistently high ratings of project activities, suggesting they view them positively. (JD)

SP 028 697

Barnes, Gary T. And Others
Teacher Supply and Demand in North Carolina
Public Schools 1986-1995.
North Carolina Univ., Chapel Hill. Board of Gover-

nors.

Pub Date—14 Nov 86

Note—117p; Prepared for the University of North
Carolina Task Force on the Preparation of Teachers. Some data tables contain small print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP91/PC05 Plus Pastags.

Descriptors—Elementary Secondary Education,

\*Earrollment Trends, \*Faculty Mobility, Public
Schools, \*Teacher Certification, \*Teacher Shortage, \*Teacher Supply and Demand
Identifiers—North Carolina
This report presents projections on areas of poten-

age, "Teacher Supply and Demand Identifiers."—North Carolina
This report presents projections on areas of potential teacher shortage and oversupply in the next 10 years in North Carolina. The report is organized into five chapters. Following the introduction, chapter two presents data on past and projected levels of teacher demand. Chapter three presents data on past and projected levels of teacher supply from teacher education programs and from the reserve of certified teachers who are not presently employed by a North Carolina public school. Chapter four compares the independent projections of supply and demand and identifies teaching fields which are likely to experience shortages in the coming five years. The fifth chapter presents data on the change gomposition of the teacher work force according to race, gender, age, degree level, and source of training. The final chapter offers conclusions and recommendations. The first appendix describes the certification areas which would allow a teacher to be counted as "in-field" for any given teaching assignment. Appendix B describes correspondence between PPAR (Professional Personnel Activity Report) teaching areas and CPC (Candidates for Public Certification) first choice certifications. (JD)

SP 028 698

Gibney, Thomas And Others
CBTE Past and Present: The Toledo Experience.
Pub Date—13 Feb 87

CBIE Past
Pub Date—13 Feb 87
Note—17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).

12-15, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MFEL/PC01 Plus Postage.

Descriptors—"Competency Based Teacher Education, Educational Change, Elementary Secondary Education, Higher Education, Individualized Instruction, Program Costs, "Program Development, Program Effectiveness, "Program Evaluation, "Program Implementation, Teacher Education Programs Identifiers—University of Toledo OH

This paper examines the Competency Sased Teacher Education (CBTE) program at the University of Toledo, Ohio. A description is given of the development of the program and its implementation in 1971. The reasons for changes in the CBTE program are discussed and teacher surplus, enrollment changes, and the fact that the program was expensive are described as among the major factors that led to a reassessment of the program in the early 1980s. These forces for change are analyzed, and the efforts that were made to improve the program and make it more responsive to current demands are described. An outline is provided of the primary focus of the program, and a description is given of the ongoing process of evaluation and assessment of the present CBTE program. (JD)

SP 028 699 ED 280 819

Rothberg, Robert A.
Dealing With the Problems of Teacher Isolation.
Pub Date—[84]

Pub Date—[84]
Note—10p.
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Elementary Secondary Edus
Interpersonal Communication, "Peer Re
ship, "Teacher Administrator Relatic
"Teacher Alienation, "Teacher Att

\*Interpersonal Communication, "Feer Attanuoship, "Teacher Administrator Relationship,
"Teacher Alienation, "Teacher Attitudes,
Teacher Morale
Identifiera-University of Central Florida
This paper reports on the findings from a study
made in 1984 at the University of Central Florida on
the subject of teacher isolation. One hundred and
ninety-six elementary and secondary teachers responded to a survey questionnsire on their experiences in the school community and their attitudes
toward more involvement with other teachers and
administrators. A summary of their responses led to toward more involvement with other teachers and administrators. A summary of their responses led to the conclusion that isolation does exist and that high achool teachers might have more serious problems in this area than other teachers. A discussion is pres-ented on conditions that can help to reduce the isolation of the classroom teacher, e.g., developing a climate of trust, sharing decision making, and training and staff development. Some specific strat-egies for increasing and improving social interaction among the school staff are suggested. (JD)

SP 028 701

Alberton, Larry M.
A Research-Based Inservice Plan to Facilitate Teacher Cognitive Development.
Pub Date—Nov 85

Teacher Cognitive Development.
Pub Date.—Nov 85
Noto.—15p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
Pub Type.—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PO1 Plas Postage.
Descriptors—Abstract Reasoning, Adult Development, Affective Behavior, "Cognitive Development, "Formal Operations, "Individual Development, "Formal Operations, "Individual Development, "Teacher Improvement, Teaching Styles, Vocational Maturity
As an introduction to exploring the possibilities of an inservice plan to facilitate teacher cognitive development, the theories of educational philosophers and development apsychologists are cited in arriving at a broad definition of the cognitive development of adults. From these theories it is surmised that teachers do operate at different cognitive levels, and that this makes a difference in the classroom. It is pointed out that teachers who function at higher conceptual levels are able to create a greater variety of learning environments using a greater array of teaching models. An overview of research on the of learning environments using a greater array of teaching models. An overview of research on the of learning environments using a greater array or teaching models. An overview of research on the cognitive development of teachers is presented, identifying objectives in the affective and behavioral domains that should be considered in developing an effective curriculum for inservice programs. De-scriptions are given of some developmental educa-tion models that have been implemented in research studies. Factors that have been identified in the lit-erature which are thought to facilitate cognitive de-velopment, and should serve as a framework for an inservice program are listed: (1) assessment of de-velopmental levels; (2) extended time formats; (3) seminars and practicums; (4) social role-taking; (5) ongoing supervision; (6) support during disequilib-rium; and (7) identification of the desirable end state. Participant experiences should include deci-sion making and evaluation, reflection and integra-tion, shared responsibility and leadership, and empathy. Four pages of references are provided.

(JD)

ED 280 821

Hayes, Cheryl D., Ed.
Risking the Future. Adolescent Sexuality, Pregnancy, and Childbearing. Volume I.
National Academy of Sciences - National Research
Council, Washington, D.C.
Report No.—ISBN-0-309-03698-4
Pub Date—87
Note—337p.
Available from—National Academy Press, 2101
Constitution Ave., NW. Washington, DC 20418

vailable from-National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 (\$21.95). Pub Type— (070)

- Books (010) - Information Analyses

Pub Type—Books (010) — Information Analyses (070)
Decument Not Available from EDRS.
Descriptors—Abortions, "Adolescents, Contraception, Economic Factors, "Pregnancy, "Pregnant Students, Secondary Education, "Sex Education, "Sexuality, "Student Attitudes
This book examines in detail the complex, controversial problem of teenage pregnancy in the United States. Compiled by a panel of distinguished experts, it is a comprehensive review of data on such issues as sex education in the schools, contraception, abortion, adoption, prenstal and pediatric care, child support enforcement, and Aid to Families with Dependent Children. It gives an in-depth review of the trends and consequences of teenage sexuality and fertility behavior and delineates areas in which further research is urgently needed. Recommendations are made, motivated by three goals: (1) to prevent pregnancy among teenagers, especially those who are still of school age; (2) to ensure that alternatives to childbearing and parenthood are available to teenagers who become pregnant; and (3) to promote better social, economic, and health outcomes for teenage parents and their children. (JD)

ED 280 822 SP 028 705 on of Prevention in Primary Health

Care.
Council of Europe, Strasbourg (France).
Report No.—ISBN-92-871-0834-X
Pub Date—86
Note—899.
Available from—Manhattan Publishing vailable from—Manhattan Publishing Company, 80 Brook St., P.O. Box 650, Croton, NY 10520

80 Brook St., P.O. Box 650, Croton, NY 10520 (\$7.50).

Pub Type— Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—"Community Health Services, "Cost Effectiveness, Foreign Countries, Government Role, Health Education, Immunization Programs, Long Range Planning, Mass Media, "Preventive Medicine, "Primary Health Care, Sanitation This report examines the possibilities of increasing the amount of preventive work being carried out by primary care workers in European communities. Before making practical recommendations about promotting prevention, an analysis is presented of the main present day problems. These center on the environment (not only physical but also social and economic), lifestyles, and deficiencies in the medical services with insufficient resources for preventive activity. Under consideration are the potentially adverse effects of pollution, poor housing, poverty, unemployment, and the breakdown in family life. The adverse effects of excessive smoking and drinking, obesity, inappropriate diet, lack of physical exercise, and drug consumption are also documented. Discussion of primary health care problems focuses upon four factors affecting health and health services: (1) the physical, social and economic environment; (2) the importance of prevention; (3) accessibility of health care for communities or districts; and (4) the cost effectiveness of primary care programs. The importance of ducation is emtion; (3) accessionly of negatin care for communications or districts, and (4) the cost effectiveness of primary care programs. The importance of education is emphasized and the role of the mass media and the state and local government is discussed. (JD)

SP 028 717 ED 280 823 Minier, Judith E. Inservice Education for Professors: A Second Look

Inservice Education for Professors: A Second Look at Classroom Management.

Pub Date—Nov 85

Note—15p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Behavior Problems, \*Classroom

Techniques, Elementary Education, Higher Education, "Inservice Teacher Education, "Teacher Educators, Teacher Effectiveness, "Teaching Experience, Teaching Methods Teacher educators should get back to the world of students and find out what works and what doesn't in the classroom to ensure that they don't teach from an "ivory tower." Continuous teaching experience is particularly needed by teacher educators in the areas of discipline, classroom management, teaching effectiveness, misbehavior, and punishment. This paper is divided into the following categories of study and approaches to classroom management: (1) Do's and don'ts about classroom management: (2) Precepts about classroom management: (3) Roles that can help teachers to teach more effectively; (4) Recognizing goals of misbehavior; (5) Myths about the values of punishment; and (6) Rehavior management practices. Some suggested references for ideas on classroom management are offered. (CB)

ED 280 824 SP 028 71 Lockledge, Ann Elementary Classroom Observations: Offering a

b Date -Nov 85

Messa.
Pub Date—Nov 85
Note—24p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDBS Price - MF91/PO1 Plus Postage.
Descriptors—\*Clasaroom Observation Techniques, Elementary Education, Braulation Criteria, Evaluation Methods, Staff Development, Teacher Administrator Relationship, "Teacher Evaluation, Teacher Supervision, Teaching Skills Research has provided a set of findings that administrators may find useful for observing teachers and evaluating their performance. One such research-based strategy, designed for elementary and middle school administrators, teachers, and supervisors, involves the entire school staff in designing teacher observations to fit the needs of the particular school and its personnel. The supervisory process includes the steps of: setting objectives; observing and recording data; analyzing data; providing feedback; taking corrective action; and critiquing. Observations are based on five classroom teacher roles: teacher as organizer; teacher as instructor; teacher as expediter; teacher as facilitator; and teacher as monitor. Goals in each of these areas are listed on the observation rating instrument, and research supporting these goals is described. Over 60 references are provided. (CB)

SP 028 720

Greene, Myrna L. And Others

Evaluating the Effectiveness of Alberta's Toscher

Education Programs in Preparing Classroom

Teachers.

Education Programs in Preparing Classroom Teachers.

Pub Date—Apr 37

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1987).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Evaluation Criteria, Foreign Countries, Higher Education, Preservice Teacher Education, Programs Education, Programs Evaluation, Teacher Attitudes, "Teacher Education, Programs. Teacher Effectiveness, "Program Evaluation Identifiers—Alberts

A brief description is given of an ongoing comprehensive model of program evaluation that has as its major goal the improvement of teacher education. The creation of the Committee for Evaluating Teacher Education Programs (CETEP) was the result of a collaboration among three Canadian universities that developed a conceptual framework for evaluation of teacher education programs. The model provides a focus for research discussions, a framework for designing collaborative projects, a basis for collecting and sharing common data, and an opportunity for sharing research findings. A description is given of the results of the first study conducted by CETEP, a follow-up study of the graduates of Alberta's teacher education programs. The major problem addressed by the study was the limited amount of current information available to decision makers about the strengths and wesknesses of teacher preparation programs offered by Alberta

universities. Eleven basic questions served as guides for designing the study and analyzing the data. The questionnaire was designed to obtain teachers views on the significance of various components of their teacher education program. Open-ended questions on the strengths, shortcomings and desired changes in preservice preparation programs were also included. A summary is presented of the results of the study with particular emphasis on the questionnaire and interview results. The summary results are organized according to the eleven research questions that guided the development and conduct of the study. (JD)

ED 280 826

SP 028 722

The Education of North Carolina's Teachers. A
Report to the 1987 North Carolina General
Assembly.

North Carolina Univ., Chapel Hill. Board of Gover-

Pub Date—14 Nov 86 Note—89n

Pub Date—14 Nov 86

Note—89p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—\*Educational Quality, Higher Education, \*Preservice Teacher Education, \*Program Improvement, State Standards, Teacher Certification, \*Teacher Education Programs, Teacher Educators, Teacher Shortage, Teacher Supply and Demand

Demand Identifiers—\*North Carolina

Section one of this report on the status of teacher education in North Carolina summarizes recommendations of the Task Force on the Preparation of Teachers involving: (1) reform of teacher ducation programs; (2) quality assurance program improvement; (3) teacher certification and program spaces (4) continuing professional programs (2) quanty assurance program improve-ment; (3) teacher certification and program ap-proval; (4) continuing professional education/coordination; (5) incentives to attract teachers; (6) school-college partnerships; (7) revita-ization of teacher education faculty; and (8) de-mands for teachers in North Carolina: 1986-1995. The second section presents an overview of teacher education in North Carolina from before 1877 to the present. The third section offers a description of the context and work of the Task Force, including the schedule and activities underaken, and educa-tion programs upon which the committees focused. In the fourth section, a detailed description is given of the observations and findings of the Task Force. The final section discusses the specific recommen-dations that emerged from the Task Force findings. Data upon which findings were based are presented in tables and figures. (JD)

ED 280 827 SP 028 724

Case, Robert W.

A Nationwide Study to Examine the Nature as Scope of the Sport Arena Management Profe

Scope of the Sport Arena Management Profession.
Pub Date—Apr 86
Note—22p; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPU/PCOI Plus Postage.
Descriptors—"Administrator Education, "Athletic Fields, "Career Choice, "College Curriculum, Communication Skills, "Employment Opportunities, Higher Education, Labor Market, "Salaries Identifilers—"Sport Arena Management
This study examined the exact nature and scope of the sport arena management profession in terms of field growth and employment opportunities, sal-ary potentials, and education requirements. Specific job performance competencies and related educational course work required for professionally trained sport arena managers were identified. Findings from a survey of upper level sport arena managers indicated that in terms of job performance competencies for entry level positions, supervision, sudgeting, scheduling, arena operations, and communication skills were the more important courses to take in college. The development of professional preparation programs specifically designed to train sport arena management personnel was considered as an important future need by survey respondents. (JD)

SP 028 731 ED 280 828 EI) 280 828
King Robert L. And Others
School Evaluation as a Change Agent Model for
Staff Development.
ARIN Intermediate Unit 28, Indiana, Pa.; Indiana

Univ. of Pennsylvania. Graduate School.
Pub Date—Nov \$5
Note—16p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP61/PO1 Plus Postage.
Descriptors—"Action Research, "Change Agents, "Educational Environment, Elementary Education, Faculty Development, "Inservice Teacher Education, "Needs Assessment, Program Effectiveness, Self Evaluation (Groups), "Teacher Participation
The inservice program described in this paner was

tiveness, Self Evaluation (Groups), "Teacher Participation
The inservice program described in this paper was a developmental process that focused on formulating solutions to problems identified by the needs assessment and coordination of staff development activities. The premise upon which this model was based was a recognition of the need for teachers to be actively involved in inservice activities that offer planned experiences, activities, and studies that will increase their knowledge and improve their skills. The program involved 45 elementary teachers and 2 administrators from 2 Pennsylvania schools who participated in developing criteria to assess buildings, administration, curriculum, staff, and support services. Over the 2.5-year duration of the project, faculty involvement and the degree of staff development were assessed. The program was conducted in four phases: (1) a self evaluation by the faculty and administration of the schools: (2) an evaluation of the schools' programs and processes conducted by a visiting committee; (3) the schools: (3) an evaluation of the findings of the evaluations; and (4) a follow-up questionnaire study with tabulation and analysis of the data. A discussion is presented of the findings of the needs assessment and the factors that either prohibited or propelled the changes that had been recommended by the program participants. (JD)

ED 280 829 SP 028 735

ED 280 829

SP 028 735

Floyd, Juanitu S.
North Carolina Comprehensive Plan.
Pub Date—Nov 85

Note—16p; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MPDI/PCDI Plas Pustage.
Descriptors—Career Ladders, Elementary Secondary Education, Higher Education, Preservice Teacher Education, State Standards, Teacher Education, Teacher Education, Teacher Education, Teacher Education, Teacher Education, Teacher Education and the Central Assembly and the State Board of Education of North Carolina in authorizing a number of education proposals focusing on the accountability of school personnel. Progress highlights in the efforts to improve and maintain quality teacher preparation programs are outlined; these highlights over such topics as competencies and guidelines for approved teacher education programs, initial teachers. An outline is provided of the eight performance criteria upon which teachers will be evaluated, not only for initial and final certification, but also for promotion up the career ladder. The four levels of differentiation in the Career Development Plan are fusited: (1) initial status; (2) provisional status; (3) Career Status I; and (4) Career Status II. The requirements for attaining each status are described, and the appeal process for moving from one status to another is explained. Observations and evaluations for making recommendations for movement to Status I and beyond are outlined. (ID)

ED 280 830

SP 028 737

SP 028 737 ED 280 830

ED 280 830 SP 028 737

Hawley, Willis D.

The Education of Japanese Teachers: Lessons for
the United States?

Pub Date—[86]

Note—30p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, "Educational
Change, Foreign Countries, Graduate Study, "Inservice Teacher Education, Preservice Teacher

Education, Teacher Certification, Teacher Char-

acteristics, \*Teacher Education Curriculum,
\*Teacher Education Programs, Teacher Salaries,
Teacher Student Ratio, Teaching Conditions

lentifiers—"Japan
This descriptive depiction of teacher education in This descriptive depiction of teacher education in Japan begins with a profile of Japanese teachers, their characteristics, aslary scale, and the kinds of classrooms and schools they work in. A description of the conventional pattern of teacher education in Japan is organized in its sequential order: preservice education, induction, inservice training, and gradulate study. Particular attention is paid to the inservice training of teachers, which is considered the most important part of a teacher's professional education and development, and is supported by local, county, and national resources. Major stategies being advocated for enhancing teacher quality in Japan are discussed, and it is noted that while changes are suggested in teacher selection, examinations, and formal training, the primary focus remains on inservice education. A brief discussion is presented on some elements in teacher education in Japan that should be considered when proposing reform efforts for teacher education in the United States. (JD)

SP 028 739 ED 280 831

ED 280 831 SP 028 739

Ellion, Douglas G.

Improving the Productivity of Teaching: 125 Exhibits. A CEDR Monograph.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.

Report No.—ISBN-0-87367-723-4

Pub Date—86

Note—129p.

Available from—Phi Delta Kappa, 8 and Union,
Box 789, Bloomington, IN 47401.

Pub Type—Reports - Research (143)

Pub Type—Reports - Research (143)

EDRS Price - MP01/PO6 Plus Poetage.

Descriptors—"Comparative Analysis, "Cost Effectiveness, "Instructional Improvement, Research Utilization, "Teacher Effectiveness, Teacher Improvement, "Teaching Methods

This monograph examines a collection of empirical evaluation studies, each of which compares two or more instructional practices, techniques, or systems for teaching a particular subject or curriculum in terms of one or more quantitative indices of instructional productivity, e.g., teaching effectiveness structional productivity, e.g., teaching effectiveness (pupil performance), and cost factors or both, and structional productivity, e.g., teaching effectiveness (pupil performance), and cost factors or both, and reports large between-group differences. Collectively the comparisons made in in the study identify 125 instructional treatments for which one or more indices of productivity was double or more than double that obtained for a comparison treatment or treatments. Categories of teaching methods and/or treaching systems include: (1) conventional instruction; (2) conventional teaching; (3) augmented conventional teaching; (4) conventional teaching; (5) content modification in conventional teaching; (5) content modification in conventional teaching; (7) programmed learning; (8) procedural modification of conventional teaching; (7) programmed teaching; and (10) performance-based instructional design. The collection of 125 exhibits is appended, each summarized in terms of the source references. Brief descriptions are presented of the subject or subjects taught, the experimental and comparison treatments, the measures of productivity, and the results obtained in the comparisons. (1D)

SP 028 740

Siley, Becky L. Capel, Sunan A.

Oregon Coaches Background Survey, Background
of Coaches in Oregon High Schools 1984-1985,
Pub Date—85

Pub Date—85
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Athletic Coaches, Athletics, "Degrees (Academic), Females, High Schools, Injuries, "Job Training, Males, Medical Services, "Physical Education, "Teacher Certification Identifiers—"Oregon
A survey questionnaire sought information on the

learniners—Oregon

A survey questionnaire sought information on the
background of paid coaches in Oregon high schools
during 1984-85. Specific questions addressed
coaches' teacher certification status, preparation for coaches' teacher certification status, preparation for coaching, and training for athletic injury management. Additionally, the gender of the coach was identified. A secondary purpose of the study was to find out the number of volunteer coaches used in various sports programs and to gather information on personnel available specifically for athletic training. Each school's classification for competition based on enrollment was also recorded. Background data collected on 4,238 coaches included information on the following: (1) gender; (2) certified and teaching in the same school in which coaching; (3) certified and teaching in a different school in the district; (4) certified and not teaching; (5) not certified; (6) has physical education degree, a coaching minor, or was a varsity athlete; and (7) extent of training for athletic injury management. A narrative discussion of the findings is presented and statistical data are displayed in 18 tables. (JD)

SP 028 762

Figu. Fred L.
A Follow-Up of BGSU's Teacher Education Gradu-stas of 1990-85: Their On-the-Job Performance and Their Evaluation of Elements of Their Teacher Education Programs. An Eight Volume Report Presented to the Teacher-Education Fac-Bowling Green State Univ., Ohio. Office of Educa-tional Research and Services.

Pub Date—87
Note—444n.

lote 444p.; Document is printed on colored pa-per. Questionnaires and response tables are set in

per. Questionnaires and response and type.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF0L/PC18 Plus Postage.

Descriptors—Followup Studies, "Graduate Surveys, Higher Education, Job Performance, "Preservice Teacher Education, "Program Effectiveness, "Program Evaluation, "Teacher Attitudes, "Teacher Education Programs, Teacher Effectiveness Children Programs, Children Program Teacher Effectiveness

Attitudes, "Teacher Education, "Feacher Attitudes, "Teacher Education Programs, Teacher Education Programs, Teacher Education Programs, Identifiers."—Bowling Green State University OH The bulk of this monograph consists of a seven volume set of evaluation reports related to teachers' appraisals of their Bowling Green State University (BGSU) preparation for the teaching profession. The reports are based on the responses of 552 1980-85 graduates of the College of Education. Each volume presents summaries of how the former BGSU students who had gone through five years of teaching experience evaluated various segments/courses/experiences of their BGSU teacher education programs. The first section of each volume contains a copy of the questionnaire and a description of the respondents. Data on responses are presented on tables accompanied by a brief pararative analysis. The topics of the volumes are: (1) teachers' summary evaluations of their BGSU programs; (2) teachers' evaluations of selected BGSU courses and experiences; (3) teachers' needs and proficiencies in selected competencies—eise were developed; (4) teachers' evaluations of their BGSU cademic/career advising and instructional materials; (5) a comparison of teachers' expectations and on-the-job realities for selected working conditions; (6) the concerns and attitudes of teachers prepared at BGSU; and (7) teachers' narrative suggestions on how BGSU can better prepare teachers. A companion document, "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" is also included in the monograph. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. (ID)

EID 280 834

Massengule, John D., Ed.
Trends toward the Future in Physical Education.
Report No.—ISBN-0-87322-103-6
Pub Date—87
Note—190p.
Available from—Human Kinetics Publishers, Inc.,
Box 5076, Champaign, II. 61820 (\$22.00).
Pub Type—Books (010) — Information Analyses (070)
Document Not. Application.

(070)

Document Not Available from EDRS.

Descriptors— Athletics, Elementary Secondary Education, Females, Futures (of Society), Physical Education, Physical Fitness, Program Development, Quality of Life, Trend Analysis, Well Being

This collection of papers probes the current trends likely to have the greatest impact on the field of physical education. Contributors explore the future of physical education regarding scholarship, teaching, women faculty, sport management, and welling, women faculty, sport management, and wellof physical education regarding scholarsing, teaching, women faculty, sport management, and wellness programs. The following papers are included: (1) "Considering the Future of Physical Education" (John D. Massengale); (2) "The Future and the Profession of Physical Education" (George H. Sage) (3) "The Future of Scholarship in Physical Education" tion" (Elizabeth S. Bressan); (4) "The Future of University Women in Physical Education" (Margaret J. Safrit); (5) "Some Considerations for Teaching Physical Education in the Future" (Thomas J. Templin); (6) "The Business of Physical Education" (Michael J. Ellis); (7) "Wellness Programs and Their Influence on Professional Preparation" (Alexander W. McNeill); (8) "Sport Management: Its Potential and Some Developmental Concerns" (Betty van der Smissen); (9) "Dreaming the Impossible Dream: The Decline and Fall of Physical Education" (Shirl J. Hoffman); (10) "Dreaming the Possible Dream: The Rise and Triumph of Physical Education" (Donald R. Hellison); and (11) "Three Dreams: The Future of HPERD at the Cutting Edge" (John J. Burt). (JD)

ED 280 835 SP 028 764 SP 028 76 Thomas, R. Murray Internationalizing Teacher Education. A Work-shop Plan. Pub Date—[87]

shop Plas.

Pub Date—[87]

Note—129.

Pub Type— Reports - Descriptive (141)

EDRS Price - MPDL/PC01 Plus Postage.

Descriptors—Foreign Culture, Global Approach,
Higher Education, "International Education,
Preservice Teacher Education, "Program Development, "Teacher Education, Education Education Components of the teacher education activities and tasks for workshop participants. The topics described in this document include: (1) the purpose of the workshop; (2) meanings of the phrase "internationalizing a professional-education program"; (3) potential ways of expanding the international aspects of teacher education; and (4) specific innovations that the teacher education program that could be attempted as plans are laid for expanding the internation is included on the types and levels of change in a teacher education program that could be attempted as plans are laid for expanding the international aspects of teacher education aspects of the program, the kinds of learning objectives that should be set, the kinds of instructional methods and materials that can be used, and incorporating the lessons and units that result from the workshop into professional education programs.

(ID)

SP 028 765

ED 280 836 SP 028 76

Ross, E. Wayne
Preservice Teachers' Responses to Institutional
Constraints: The Active Role of the Individual in
Teacher Socialization.

Teacher Socialization.

Pub Date—Apr 87

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Higher Education, \*Individual Development, \*Peer Influence, \*Personal Autonomy, Preservice Teacher Education, \*Socialization, \*Sudent Teacher Attitudes
This paper reports selected findings from a study undertaken to investigate the formation and development of preservice teachers' perspectives and the relative roles of institutional constraints and individual actions in that process. Preservice social studies teachers' (N = 21) responses to the institutional contexts in which they practice taught were studies teachers' (N=21) responses to the institutional contexts in which they practice taught were compiled through participant observation and interviews. Lacey's (1977) construct of "social strategy" was used to describe and categorize the nature of individual responses to the institutional socialization pressures. The findings support an interactive model of the teacher socialization process in which the individual plays an active role in the development of a professional perspective. (Author)

ED 280 837 Butler, E. Dean

Memor Perceptions of Mentoring and Internships in MAT and Lyndhurst Programs-Cycle I. Memphis State Univ., TN. Center of Excellence in Teacher Education.

Pub Date—24 Nov 86 Note—69p.; For related documents, see SP 028 767-768.

Pub Type- Reports - Research (143)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Higher Education, "Internship Programs, "Masters Degrees, "Mentors, Praticipant Satisfaction, Preservice Teacher Education, "Program Effectiveness, Program Evaluation, "Program Effectiveness, Program Evaluation, "Program Education, Program Education, Program Education, Program Education, Program Education Experience Identifiers—"Extended Degree Programs, Lyndhurst Fellowship Program
This study collected and analyzed data appropriate for documenting the implementation of two programs in teacher education at Memphis State University-the Master of Arts in Teaching (MAT) program, and the Lyndhurst Fellowships, a one-year program for certifying teachers for secondary schools. Qualitative data were obtained through semi-structured interviews with mentors serving in the two programs, and from a questionnaire designed to yield both quantitative and qualitative data. Both classroom teachers and university faculty functioned as mentors for student teacher interns in the MAT program, and for interns preparing for secondary certification in the Lyndhurst program. Descriptions are given of the characteristics, responsibilities, and activities of classroom and pedagogical mentors in both programs. Their perceptions of the effectiveness of their efforts, the problems they faced, and their relationships with the interns they worked with are described and interpreted in the light of the inherent strengths and weaknesses of the programs. Mentor ratings of each program are presented, and the findings are analyzed. Tables display comparative data from the responses of mentors in each program to questions on the mentor's role, perceptions of the internships, mentoring activities, and personal characteristics of classroom and pedagogical mentors. (JD)

Etheridge, Carol P.
The Students' Perspective: MAT Program Cycle 1.
Memphis State Univ., TN. Center of Excellence in Teacher Education.
Pub Pub.

Pub Date—[86] Note—52p.; For related documents, see SP 028 766-768.

766-768. Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors — Admission Criteris, Course Content,
Higher Education, "Masters Degrees, Mentors,
Peer Relationship, "Preservice Teacher Education, "Program Effectiveness, Program Evaluation, "Program Length, "Student Attitudes,
Teacher Certification
Identifiers "Extended Degree Programs
This study reports the perspectives of the 12 Master of Arts in Teaching (MAT) Fellows regarding,
the 1985-86 MAT program at Memphis State University. Data were collected via written surveys and
tape recorded interviews. Documents such as grade une 1705-80 MAI program at Memphis State University. Data were collected via written surveys and tape recorded interviews. Documents such as grade runners, memos, application forms, and program descriptions were also examined. The questionnaire covered the following topics: (1) source of information on the program; (2) reasons for interest; (3) admission requirements; (4) expectations of the program; (5) course content; (6) problems with coursework completion; (7) course instruction; (8) orientation experience; (9) placements; (10) spring internship activities; (11) mentoring observations and feedback; (12) scheduling; (13) mentor-protege relationship; (14) relationship problems; (15) role of the cohort group; (16) likelihood of a long teaching career; and (17) recommending the program to others. The major perceptions of the MAT program from the Fellows' perspective are summarized and responses to the survey questions are appended.

SP 028 768

Etheridge, Carol P. Student Perspectives of the Lyndhurst Program: Cycle I.

Cycle I.
Memphis State Univ., TN. Center of Excellence in
Teacher Education.
Pub Date—Nov 86
Note—49p.; For related documents, see SP 028
766-767.

766-767.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MP01/P02 Plus Postage.
Descriptors—Course Content, Higher Education,
Interpersonal Relationship, Mentors, "Preservice
Teacher Education, "Program Effectiveness, Program Evaluation, "Program Length, Stress Variables, "Student Attitudes

Identifiers—\*Extended Degree Programs, Lyndhurst Fellowship Program
This study reports the perspectives of the 11
Lyndhurst Fellows in the 1985-86 fifth-year teacher
preparation program. Data were collected via written surveys and tape recorded interviews, grade runners, memos, application forms, and program descriptions. The survey questionnaire sought options on the following topics: (1) reasons for interest in the program; (2) admission requirements; (3) expectations of the program; (4) coursework contest and instruction; (5) stress factors; (6) internship orientation; (7) initial problems; (8) activities; (9) mentoring observations; (10) mentoring fealtonships; (12) mentoring activities; (13) non-mentoring relationships; (14) likelihood of a long teaching career; and (15) recommending the program to others. A summary is presented of the major perceptions of the Lyndhurst Fellows and responses to the survey questionnaire are appended.

ED 280 840
Freeman, Donald Loadman, W. E.
Recommendations for Doctoral Guidance Committees Suggested by Follow-Up Studies at Two
Universities. Research and Evaluation in
Teacher Education: Program Evaluation Series SP 028 770

No. 7. Michigan State Univ., East Lansing. Coll. of Educa-

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Apr 85
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Doctoral Programs, Graduate Study, "Graduate Surveys, "Guidance, Higher Education, "Program Evaluation, Program Improvement, Research Methodology, Research Reports, "Student Attitudes, "Teacher Education Identifiers—Michigan State University, "Ohio State University
Analysis of followup studies of graduates of College of Education doctoral programs at Ohio State and Michigan State universities considered alumni perceptions of doctoral guidance committee activities in planning course work, preparing and administering comprehensive evaluations, and guiding dissertation research. Questionnaire responses from a total of 576 graduates from both programs were analyzed. Although demographic characteristics of the two groups differed significantly, most findings were consistent across both institutions in such areas a satisfaction with quality of assistance; evaluation of and satisfaction with course work; preparation for comprehensive examinations; and need for more preparation in research methodology for completies published based on their dissertations. for completion of their dissertations. Some striking contrasts were also found in such areas as the number of articles published based on their dissertations. Recommendations for guidance committees stemmming from survey responses include: (1) encouraging students to take meaningful coursework outside of the college of education; (2) ensuring that students get enough background in research methodology; (3) providing a clear sense of the content that will be tested in examinations; (4) maintaining high standards and offering constructive feedback to students when evaluating their performance; and (5) adding members, if necessary, to the guidance committees to ensure expertise in fields like research methodology and theory. (CB)

ED 280 841 SP 028 771

BD 280 841
Book, Cassandra Freeman, Donald
Comparing Backgrounds and Educational Beliefs
of Elementary and Secondary Teacher Education
Candidates, Research and Evaluation in Teacher
Education: Program Evaluation Series No. 8,
Michigan State Univ., East Lansing, Coll. of Educa-

-Apr 85

Pub Date—Apr 85

Note—22p.
Pub "Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Career Choice, Comparative Analysis, Educational Background, "Education Majors, "Elementary School Teachers, Higher Education, Preservice Teacher Education, "Secondary School Teachers, "Student Attitudes, "Student Characteristics, Teacher Influence, Teacher Responsibility, Teacher Role
This study compared the demographic characteristics and career aspirations of teacher education elementary and secondary school candidates. A sample of 174 elementary education majors and 178

secondary education majors completed the "Entering Teacher Candidate Survey," a 210-tem questionnaire investigating high school background and activities, college background, career plans, general background information, and educational beliefs. Analysis of responses indicated that the two groups differed in several important areas. A relatively large number of elementary education majors had fairly weak backgrounds in science and mathematics when compared to secondary education majors. Elementary education majors were more likely to have participated in teaching activities involving groups of children. A higher proportion of elementary than secondary majors were committed to a career in teaching. They also regarded coursework in instructional methods and educational psychology as important sources of professional knowledge. Secondary education majors showed a stronger commitment to teaching subject matter, while elementary education majors showed a stronger orientation towards students. The educational beliefs of the two groups were remarkably similar. (CB)

ED 280 842 SP 028 776 ED 280 842 SF U20 770 Fotis, R. And Others Undergraduate Follow-Up Study: Spring, 1985, Research and Evaluation in Teacher Education: Program Evaluation Series No. 11. Michigan State Univ., East Lansing. Coll. of Educations

Pub Date-Feb 86

Michigan State Univ., East Lansing, Coll. of Education.
Pub Date—Peb 86
Note—239.
Pub Type—Reports - Research (143)
EDBS Price - MFGL/PCOI Plus Postage.
Descriptors—Employment Patterns, Followup Studies, Graduate Study, "Graduate Surveys, Higher Education, Preservice Teacher Education, "Frogram Effectiveness, "Program Evaluation, Self Evaluation (Individuals), "Teacher Education Programs Identifiers—Michigan State University
This study is part of a comprehensive program evaluation errors at Michigan State University. The evaluation traces the progress of students from the time they enter a teacher preparation program, hrough five or six years following graduation. The study focuses on students who graduated from one of the five preparation programs one to two years prior to the survey. A summary of responses to an 81-item questionnaire, sent to a census of all students who graduated from fall term 1984 was completed by 124 individuals. Major actions of the questionnaire provide: (1) background information (e.g., level of certification of respondents); (2) a description of employment history (e.g., respondent's first job following graduation); (3) self-rating of specified areas of "on-the-job" teaching performance; (4) ratings of "on-the-job" teaching performance; (4) ratings of the contribution of teacher education programs to the development of teaching competencies; (5) critiques of each program; e.g., the most beneficial stress played on tables with brief narrative analyses. T-Test results are appended. (JD)

ED 280 843

SP 028 777

West, Brad
Profiles of Entering Michigan State University
Teacher Education Students, 1985-1986 Academic Year, Research and Evaluation in Teacher
Education: Program Evaluation Series No. 12.
Michigan State Univ., East Lansing, Coll. of Educa-

tion. Pub Date—86

Pub Date—86

Note—569.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Background, \*Education

Majors, Higher Education, \*Preservice Teacher

Education, \*Student Attitudes, \*Student Charac
teristics, \*Teacher Education Programs, Undergraduate Students lentifiers— Michigan State University

Identifiers—\*Michigan State University
This report offers comprehensive descriptions of
students entering each of the five teacher education
programs at Michigan State University during the
1985-86 academic year. Summaries are presented of
the programs: (1) Standard Program; (2) Academic
Learning Program; (3) Heterogeneous Classrooms
Program; (4) Learning Community Program; and
(5) Multiple Perspectives Program. The entry questionnaire is divided into six units: (1) general background of the respondents; (2) high achool
background; (3) college background; (4) career ori-

emtations; (5) general orientation to teaching; and (6) educational beliefs. These units provide the outline for the presentation of the findings in Section I of this report. Section II reports subpopulation contrasts by: (1) elementary/secondary contrasts; and (4) pre/post baccalaureate contrasts. Student responses to the survey questionnaire are displayed on tables with accompanying narrative discussion. Appended are responses to statements reflecting four clusters of educational beliefs teacher expectations; classroom management/social context; curriculum planning and policy; and teacher responsibilities. (JD)

SP 028 778

ED 280 844 SP 028 778
Cruig, Robert Freeman, Donald
Survey of Advanced Degree Graduates of Michigan
State University: 1982-1985 Academic Years.
Research and Evaluation in Teacher Education:
Program Evaluation Series #13.

tion.
Pub Date—86
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF0L/PC01 Plus Postags.
Descriptors—\*Doctoral Degrees, Followup Studies, \*Graduate Surveys, Higher Education, Minority Groups, \*Program Effectiveness, \*Schools of Education, \*Student Attitudes, \*Student Characteristics.

nority Groups, "Program Effectiveness, "Schools of Education, "Student Attitudes, "Student Characteristics
Identifiers—"Michigan State University
In the follow-up survey that serves as the focus of this report, questionnaires were sent to 430 Michigan State University alumni who earned an Ed.S or Ph.D degree in Education during a four year period from 1982 to 1985. Responses from 254 alumni were returned. This report offers an overview of some of the findings with respect to the graduates' backgrounds, attitudes, degree experiences, and professional achievements. Comparisons with a 1982 survey of 494 alumni, who graduated between 1976 and 1981, are given whenever there appears to have been an important change in graduates' comments on what changes (if any) should be made in the graduate program, and what characteristics of the program were the most benefical. Some basic questions are posed about program changes suggested by graduate concerns and other findings. (ID)

SP 028 779

ED 280 845
Putnam, Joyce Johns, Betty
Potential of Demonstration Teaching in Teacher
Preparation and Staff Development Programs.
Research and Evaluation in Teacher Education:
Program Evaluation Series No. 14.
Michigan State Univ., East Lansing, Coll. of Educa-

Michigan Evaluation Series vo. 14.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Feb 87

Note—26p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Pins Festage.

Descriptors—Audiovisual Instruction, "Demonstrations (Educational), Higher Education, "Instructional Effectiveness, "Learning Strategies, "Preservice Teacher Education, Staff Development, Teacher Behavior, Teacher Education Programs, "Preservice Teacher Education Programs, "Fleaching Methods

This article discusses the use of demonstration in teacher deacation programs, emphasizing demonstration's potential in teacher preparation and staff development programs, and detailing the practical problems associated with its use. Demonstrations serve: (1) to illustrate teacher instructional behaviors or thinking and decision processes related to planning and reflection; (2) as a step in the development of desired teaching behaviors; (3) to illustrate how to assess cognitive processing skills of pupils; (4) as illustration of the integration of theoretical research and practical knowledge; (5) as an opportunity for candidates or professors to critically question the rationale for use of and/or the effects of ideas demonstrated; (6) to develop professor credibility; and (7) as a means for professors to explore ideas and remain current about pupils. A review of research studies offers insights into both symbolic (written or verbal illustrations of instructional procedures) and perceptual (visual enactments of teaching practices) demonstrations. Problems related to the use of demonstrations, are pointed out. A two dimensional planning model is described. The planning model phases (initial planning, planning spects of demonstrations, and planning for the

pre-observation and post-observation briefing sessions) are discussed and illustrated on charts. A list of references is included. (JD)

ED 280 846

SP 028 787

of references is included. (JD)

ED 280 846

SP 028 787

Stolworthy, Read L

Teaching Competencies Demonstrated by Student
Teaching Competencies Demonstrated by Student
Teachers and First Year Teachers: Tabular Illustrations and a Ranking of the Mean Values.

Pub Date—24 Apr 87

Note—140p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Beginning Teachers, "Cooperating
Teachers, Elementary Secondary Education, Followup Studies, Higher Education, Preservice
Teacher Education, "Principals, Program Effectiveness, Self Evaluation (Individuals), "Student
Teachers, "Student Teacher Supervisors, Teacher
Education Programs, "Teacher Evaluation
This follow-up study of potential first-year teachers involved 32 undergraduates certified to teach by
Washburn University (Kansas) during the fall semester of 1984, and 42 undergraduates during the
spring of 1985. The data obtained from the first-year
teachers were compared to their previous self-evalustion as student teachers. Cooperating teachers,
university supervisors, and principals of the
first-year teacher also evaluated the participants.
The evaluation instrument consisted of 25 competencies in the areas of professional, instructional,
and interpersonal effectivenss, rated by respondents
on a Likert-type scale. At the end of student teacher
on a Likert-type scale. At the end of student teacher
on a Likert-type scale. At the end of student teacher
on a Likert-type scale. At the end of student teacher
on a Likert-type scale and the principal
of the first-year teacher completed their respective
evaluations. In addition, after one year, the student
teacher (now a first-year teacher), and the principal
of the first-year teacher completed the appropriate
instrument. Comparisons were made of responses
by the student teachers and, subsequently, the beginning teachers after the first year of teaching. All
data are illustrated on tables and charts. Conclusions based on the data are discussed in a section
that lists each of the 2

SP 028 788 SP 028 78 Virginia's Supply of Public School Personnel. A Report for the Year 1985-86. Virginia State Dept. of Education, Richmond. Pub Date—Dec 86

Pub Date Note—40p. Nu Note—40p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Administrators, Beginning Teachers, Degrees (Academic), "Bducational Certificates, Elementary Secondary Education, "Employment Patterns, Preservice Teacher Education, School Personnel, Teacher Certification, "Teachers, Teacher Salaries, Teaching Experience."

\*Teachers, Teacher Salaries, Teaching Experience
Identifiers—\*Virginia
The Virginia Department of Education annually
collects information concerning instructional personnel employed in Virginia's public schools. This
publication presents information persatining to persons employed during the 1985-86 school year. Tables display statistical imformation on: (1)
distribution of instructional personnel by employment category; (2) types of certificates held by all
instructional personnel, by employment category,
by racial-ethnic category, and by school divisions;
(3) unendorsed teaching assignments; (4) average
salaries of instructional personnel from annual reports of superintendents; (5) source of new teacher
supply; (6) number of new personnel employed by
assignment area; (7) number of personnel completing state approved preparation programs by endorsement area; (8) number of beginning teachers
from Virginia educational institutions employed in
Virginia; (9) employed instructional personnel by
state in which last degree was earned; (10) distribution of instructional personnel by age; and (11) distribution of instructional personnel by total years of
professional experience. (JD)

ED 280 848

Certification Regulations for Teachers. Adopted by Board of Education, Commonwealth of Virginia, Richmond. Effective July 1, 1986.

Virginia State Dept. of Education, Richmond. Pub Date—1 Jul 86 SP 028 789

Pub Type—Reports - Descriptive (141) — Legal/-Legalative/Regulatory Materials (1990)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Administrator Education, Elementary Secondary Education, Higher Education, Preservice Teacher Education, "State Standards, Teacher Certification, "Teacher Education Curriculum, "Teacher Education Programs Identifiers—Virginia. This monograph sets forth in detail the regulations regarding the certification of teachers in the State of Virginia. The following areas are covered: (1) approved program approach to teacher education and certification; (2) approved program requirements; (3) teacher education advisory committee; (4) purpose of and responsibility for certification; (5) procedure for application; (6) types of certification; (7) requirements for renewing a certification; (7) requirements for renewing a certification; (9) basic preparation programs; (10) specialized studies in teaching endorsement areas; (11) special education, kindergarten through 12th grade; and (12) qualifications for administrative, supervisory, and related instructional and noninstructional positions. (JD) tions. (JD)

SP 028 796

ED 280 849 SP 028 79 Hawthorne, Rebecca Killen Classroom Curriculum: Balancing Autonomy and

Classroem Carriculum: Balancing Autonomy and Obligation.
Pub Date—Apr 87
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Curriculum Development, "Decision Making, English Curriculum, Junior High Schools, Middle Schools, "Organizational Climate, "Professional Autonomy, "Secondary School Teachers

mate, \*Professi School Teachers

mate, "Professional Autonomy, "Secondary School Teachers
This study investigated the influences shaping the curriculum decision-making process of four English teachers in two middle schools in order to identify sources of professional autonomy and obligation in classroom curriculum. These teachers made decisions daily by selecting content, texts and materials, modes of presentation, learning activities, and evaluation methods to construct classroom curriculum. However, they worked within hierarchical public schools that placed highly visible constraints upon their professional discretion. The translation of prescribed curricular policy into the operational curriculum of the classroom occurred through each teacher's individual interpretation of policy. Obligations mediating this process included obligations to the teaching profession, to the organization within which they worked, to students and parenns, and to personal values and beliefs. A comparative case study of the sources of influence on the four teachers' curricular choices were documented over a period of two weeks by means of observation and stimulated recall interviews. Factors shaping curricular choices were identified, and the tensions between autonomy and obligation are described. (JD)

#### TM

TM 860 738 ED 280 850

ED 280 850

Fletcher, J. D. Orlansky, Jesse
Cost Effectiveness of CBI in Defense Training.
Pub Date—Apr 86

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Computer Assisted Instruction, Computer Managed Instruction, Computer Simulation, "Cost Effectiveness, Effect Size, Flight Training, Individual Instruction, "Instructional Effectiveness, Job Performance, Job Training, Military Training, Postsecondary Education
This presentation provides an in-process review of researching efforts at the U.S. Army Research Institute and the Institute for Defense Analysis to update their earlier studies of Computer Based

Instruction (CBI) cost-effectiveness. In the presentation five topics are addressed: (1) the differences between education and training, and why they matter; (2) findings of earlier studies on the cost-effectiveness of CBI in military training; (3) some methodological issues uncovered by these earlier studies; (4) some methodological improvements applied to update these earlier studies; and (5) some preliminary results. Sixteen replicas of the slides used in the presentation are appended. (Author/JAZ)

TM 870 151

ED 280 851

Stabler, Edward P., Jr.

Possible Contributing Factors is Test Item Difficulty. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-86-7

Pub Date—Oct 86

Note—26p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MPBI/PCU2 Plus Postage.

Descriptors — Difficulty Level, Higher Education,

Language Processing, "Linguistic Difficulty (Inherent), "Psychometrics, Sentence Diagraming,

"Sentence Structure, Standardized Tests, Syntax,
 "Test Construction, Test Format, "Test Items Identifiers—Sentence Completion Test

A type of item used frequently in standardized testing involves the recognition of a sentence. Examples of such items are the sentence completion items, used in both the Scholastic Aptitude Test (SAT) and the Graduate Record Examination (GRB), and the sentence correction items used in the Test of Standard Written English. Tests that contain such items are constructed by a laborious process which, remarkably, does not involve at any point a detailed analysis of the semantic or syntactic properties of the sentence on which the item is based. This paper provides an initial exploration of the possibility that a mental model of the item solution process may provide indications of how difficult it is to solve a certain item correctly. Some of the cognitive theories of language comprehension are reviewed to identify factors that may affect the level of effort required to solve a sentence-based item. It is a first step towards a test development process that does not rely exclusively on empirical test data analysis and instead views the characteristics of items as a source of psychometric information. (Author/JAZ)

ED 280 852 TM 870 152

Paden, Patricia A.
The Potential Dual Effect of Context Effects and
Score Level Effects on the Assignment of Scores Score Level Effects on the Assignment of Score Level Effects on the Assignment of Score Educational Testing Service, Princeton, N.J. Report No.—ETS-RR-86-36 Pub Date—Oct 86 Note—24p.

Report No.—ETS-RR-86-36
Pub Date—Oct 86
Note—24p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beasy Tests, \*Holistic Evaluation, \*Interrater Reliability, Mathematical Models, \*Scoring, \*Test Bias, Testing Problems, Test Reliability, \*Writing Evaluation
Identifiers—\*Context Effect
Two factors which may affect the ratings assigned to an essay test are investigated: (1) context effects; and (2) score level effects. Context effects exist in essay scoring if an essay is rated higher when preceded by poor quality essays is rated higher when preceded by poor quality essays as once level effect is defined as a change in the score (value) assigned to the second reading of an essay when compared to the first reading, where the change is a function of the range in which a score may increase or decrease. The potential dual effect of both these factors is theorized in a formula called the essay score change. Examples of the possible utility of this index are outlined. Tentative hypotheses for investigating and interpreting possible essay score change in light of potential dual effects of context and score level are discussed. (Author/GDC)

ED 280 853

ED 280 853 TM 870 164

sky, Ele What Have We Learned a bout the Politics of Program Evaluation?

What Have We Learned a bout the Politics of Program Evaluation? Pub Date—Oct 86 Note—40p.; Paper presented at the Annual Meet-ing of the American Evaluation Association (Kan-sas City, KS, October 21-November 1, 1986). Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decision Making, Educational Research, Evaluation Criteria, "Evaluation Methods, Evaluation Problems, "Evaluation Utilization, Evaluators, Federal Government, Models, Policy Formation, "Politics, Politics of Education, "Program Evaluation, Research Decision,"

Models, \*Policy Formation, \*Politics, Politics of Education, \*Program Evaluation, Research Design
The politics of program evaluation are discussed from the personal perspective of the Director of the General Accounting Office's Program Evaluation and Methodology Division, which has produced reports for committees of the United States Congress. It is concluded that successful evaluations must be useful to others and must understand the political system in which evaluation operates. The political system encompasses not only executive policymakers, but also the legislative (and, perhaps, in the future, the judicial) branch, and their interactions. Evaluation planners should understand that the policy question must be of interest to the user and that the findings must answer that question. Evaluations must be credible, timely in accordance with the policymaking cycle, and cost effective. A good relation-slip with the executive agency implementing the evaluation's recommendations is significant. It is also suggested that evaluative thinking be introduced into the policy forum before legislation is proposed. Panels of experts strengthen an evaluation's credibility. It is important that the evaluator master a wide variety of approaches and that the user understand the evaluation design process. Editing of the evaluation report, prioritization of findings, and meta-analysis or evaluation synthesis are useful. Impact questions are generally asked by legislators, and meta-analysis or evaluation on pricelly risied by policymakers. Taking political processes into account affects time allocation; more time must be devoted to negotiation, discussion, briefing, accuracy-checking, prioritization, and presentation. Traditional evaluation has improved as a result of the major modifications described in this presentation. (GDC)

ED 280 854 TM 870 169 ED 280 854 TM 870 169
Wilson, Kenneth M.
The Relationship of Scores Based on GRE General
Test Item Types to Undergraduate Grades: An
Exploratory Study for Selected Subgroups.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
Report No.—ETS-RR-86-37; GREB-83-19P
Pub Date—Nov 86
Note—566

ate Record Examination Board Program. Report No.—ETS-RR-86-37; GREB-83-19P Pub Date—Nov 86
Note—56p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstract Reasoning, College Entrance Examinations, \*Discriminant Analysis, \*Ethnic Groups, Grade Point Average, Grades (Scholastic), Higher Education, Majors (Students), \*Predictor Variables, Reading Comprehension, \*Sex Differences, \*Test Items, Test Results, \*Test Theory, Undergraduate Students, Verbal Ability, Vocabulary Skills Identifiers—Graduate Record Examinations
This study used multiple discriminant analysis (MDA) to assess differences among subgroups defined in terms of sex and undergraduate major area, with respect to patterns of performance on Graduate Record Examination (GRE) item-type part scores. Special subscores based on item types included in the current GRE General Test were derived for the study. The correlations of departmentally standardized scores on these subtracts with a similarly standardized self-reported undergraduate GPA (SR-UGPA) criterion were analyzed. Multiple regression analysis was used to determine the relative contribution of the item-type part scores to prediction for the various subgroups. Predicted SR-UGPA means for subgroups, based on seneral major-area regression equations using GRE item-type part scores as predictors were compared with comparable predicted means using GRE total scores as predictors. The study was based on data from GRE files for 9,375 examinees in 12 fields of study, representing 437 undergraduate departments from 149 colleges and universities. Raw total number-right scores, similar raw scores based on the nine basic GRE General Test item types, a raw vocabulary score, and a raw reading comprehension score were computed. Item-type scores based on werbal and analytical ability item types provided more information about group differences than did total ability scores. (IAZ)

ED 280 855 TM 870 179 Young, Winsie Y.
Guide to the Use of Current Population Survey
(CPS). Technical Report 24.
American Institutes for Research in the Behavioral
Sciences. Palo Alto, CA. Statistical Analysis
Group in Education.

(CFS), Technical Report 24.

American Institutes for Research in the Behavioral Sciences. Palo Alto, C. Statistical Analysis Group in Education.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—AIR-87600-5-82-TR

Pub Date—Apr 82

Contract—300-80-0822

Note—240p.; Some tables are marginally legible, and half of document is printed on colored paper. Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PC10 Plus Postage.

Descriptors—"Census Figures, Cohort Analysis, "Databases, "Data Collection, Data Processing, Elementary Secondary Education, Higher Education, "National Surveys, Population Trends, Research Design, "Sampling, Statistical Surveys Identifiers—"Bureau of the Census Suggestions and guidelines for using the Bureau of the Census Current Population Survey (CPS) files are provided. CPS is based on the civilian component of a national probability sample of households and is conducted by the Bureau of the Census. The survey gathers employment data on a continuing basis, as well as supplemental information on such things as school enrollment, adult education, voting, and fertility. Currently, the Bureau or the Census of two independent probability samples; furthermore, each CPS sample consists of eight approximately equal subsamples, known as rotation groups. Because of this design, it is possible to make comparisons on a month-to-month and year-to-year basis. CPS files exist for each month; however, the supplemental items vary from month to month and are not immediately available to the public. The bulk of this document consists of appendices, including a list of supplemental data tapes, most of which are available to the office of the census. It is possible to make comparisons on a month-to-month and of the census and the BM equipment; publicly available CPS files; selected computer runs; information needed to access the SAS system file; and documentation for selected records. (GDC)

TM 870 182

ED 280 856 TM 870 182
Wite, Laurest L., II
The PROC BRRVAR Procedure: Documentation.
Technical Report No. 28.
American Institutes for Research in the Behavioral
Sciences. Palo Alto, CA. Statistical Analysis
Group in Education.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—AIR-87600-3-83-TR
Pub Date—Mar 83
Contract—300-78-0150
Note—489.

Pub Date—Mar 83
Contract—300-78-0150
Note—48p.
Pub Type—Reports - Research (143) — Computer Programs (101)
EDRS Prics - MFDI/PC02 Plus Postage.
Descriptors—\*Computer Software, Elementary Secondary Education, \*Error of Measurement, Estimation (Mathematics), Higher Education, National Surveys, \*Sampling, Statistical Analysis, Statistical Bias
Identifiers—\*Balanced Repeated Replication approach, was designed for use with the Statistical Analysis System (SAS). It was created for the National Center for Education Statistics, to enlarge their capacity to estimate and analyze sampling errors for statistics generated from educational surveys with complex sampling designs. BRRVAR requires that the primary sampling units be organized into pairs that reflect the actual sampling designs, suma, means, standard devistions, covariances, correlations, and regression coefficients. For each statistic, an overall estimate is computed along with the estimate of the standard error of the statistic and the approximate 59% confidence bounds for the statistic. The appendices include examples of an input dataset, SAS statements and output, and a computer program listing. (Author/GDC)

ED 280 857

TM 870 183

TM 870 183 ED 280 857 IM 870 183 Schnelker, Diane And Others Transitional Schools, Report of Evaluation, Des Moines Public Schools, IA. Dept. of Evalua-tion, Research, and Testing. Pub Date—20 Aug 86

Note—147p.
Pub Type— Reports - Evaluative (142) —
Tests / Questionnaires (160)
EDRS Prics - MF01/PCD6 Plus Postage.
Descriptors—Academic Achievement, Adolescent
Development, Educational Assessment, Educational Objectives, Evaluation Methods, "Experimental Curriculum, Instructional Program
Divisions, "Junior High Schools, Middle Schools,
Participant Satisfaction, "Program Evaluation,
"Program Implementation, Questionnaires,
School Organization, Test Results, "Transitional
Schools
Identifiers—"Des Moines Public Schools IA, Iowa
Tests of Basic Skills

Schools Jenniters and the second seco

ED 280 858 TM 870 184

ED 280 858

Schnelker, Diane
Earlchment Kindergarten Program. Report of
Evaluation: 1985-86.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
Pub Date.—12 Dec 86
Note.—85p.
Pub Type.— Reports — Evaluative (142) —
Testa/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors.—Check Lists, Curriculum Enrichment,
Educational Objectives, \*Enrichment Activities,
Formative Evaluation, \*Improvement Programs,
Kindergarten, Parent Attitudes, Primary Education, Program Effectiveness, \*Program Evaluation, Program Effectiveness, \*Screening Tests, Student
Evaluation, Teacher Attitudes
Identifiers—Des Moines Iowa Independent Community
School District involved 12 half-day enrichments
of the Des Moines, Iowa Independent Community
School District involved 12 half-day enrichments
essions at six schools. Approximately 278 kindergarten students were served. Results of the evaluation indicated that over 96 percent of the budgeted
amount of \$165,000 was used. Students were
ercened for placement on a battery of tests including the Waupun Strategies in Early Childhood Education and a teacher evaluation form. A parent acreemed for pascement on a cattery of tests including the Waupun Strategies in Early Childhood Education and a teacher evaluation form. A parent
checklist was administered, as well as pre- and
post-tests of the Metropolitan Readiness Tests and
the Test for Ready Steps. Parent and teacher follow-up questionnaires were also administered.
Classroom observation indentified factors affecting
curriculum implementation, such as a higher student/teacher ratio and increased need for classroom
management. Although teachers made extraordinary efforts to communicate with parents, some dissatisfaction was noted. Results suggested that
although the program had an impact on social and
emotional development, the academic impact was
less clear. Suggestions for curriculum planning and
testing were made. Appendices include lists of behavioral educational objectives; Strategies in Early
Childhood Education Sequence of Performance
Objectives; Teacher Evaluation Form; Parent
Checklist; Observation Checklist; Teacher Follow-Up Questionnaire; and Parent Follow-Up Questionnaire. (GDC)

ED 280 859 TM 870 185

ED 280 859

Identifying Minimum Skills, School Year 1964-85.
Kanass State Dept. of Education, Topeka. Div. of
Education Services.
Pub Date—[85]
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Behavioral Objectives, Criterion
Referenced Tests, Elementary Secondary Education, Grade 2, Grade 4, Grade 6, Grade 8, Grade
10, Instructional Improvement, "Mathematics
Skills, "Minimum Competencies, "Minimum
Competency Testing, "Reading Skills, School
Districts, Scores, State Programs, State Standards, "Test Results
Identifiers—"Kanass Minimum Competency Testing Program

darda, \*Test Results
Identifiers—Kanasa Minimum Competency Testing Program
The Kanasa Minimum Competency Tests
(KMCT) were designed to provide information
about student performance on selected minimum
competencies in reading and mathematics. The
KMCT were criterion referenced tests in which
each item was keyed to a minimum competency
objective; student performance was measured
against a predetermined standard. The tests for
grades two, four, and six focused on minimum skills
necessary to achieve success at the next grade level.
In grades eight and ten, the focus was on the application of reading and mathematics skills in lifelike
situations. This report analyzes the performance of
Kanasa students on the minimum competency examinations given in April 1985. Results are summarized for each grade level along with tables listing
each objective, objective number (ranked by the
percent of students meeting teacher expectation),
teacher expectations, and test item numbers corresponding to the objectives. Based on the results,
general instructional recommendations are given
for both reading and mathematics. Tables following
the report indicate the percentage of students tested
whose scores met or exceeded established minimal
competence standards for every public and private
school district participating in the April 1985
KMCT. (JAZ)

ED 280 860 TM 870 186 Improving the Selection, Classification, and Utili-zation of Army Enlisted Personnel: Annual Re-port Synopsis, 1945 Fiscal Year. Human Resources Research Organization, Alexan-deic Vessel 1987 TM 870 186

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-1393

Pub Date—Jul 85

Contract—MDA-903-82-C-0531

Note—79p.

Contract—MDA-903-82-C-0531

Note—79p.
Pub Type— Reports - Research (143)

EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Computer Assisted Testing, Criterion
Referenced Tests, Databases, Job Performance,
"Job Placement, "Military Personnel, "Occupational Tests, Performance Tests, "Predictive Measurement, Research and Development, "Test Construction, Test Theory, "Test Validity
Identifiers—Armed Services Vocational Aptitude
Battery, "Army
This report describes technical plans and progress
during the second year (Fiscal Year 1984) of work
on the U.S. Army's Project A: "Improving the Selection, Classification, and Utilization of Army Enlisted Personnel." Project A is a long-range research
program developed by the Army Research Institute
for the Behavioral and Social Sciences. The goal is
to establish a computerized personnel allocation
system to match available personnel resources with
Army manpower requirements based on biographical, psychological, and performance measures and a
firm quantification of their interrelationships. The
second year's activities focused on the following: (1)
evaluation of the validity and fairness of existing
prediction and criterion measures, such as the
Armed Services Vocational Aptitude Battery: (2) evaluation of the validity and fairness of existing prediction and criterion measures, such as the Armed Services Vocational Aptitude Battery; (2) development of criterion measures that reflect all major factors of job performance for first-tour enlisted personnel; (3) development and pilot testing of predictor measures called the Pilot Trial Battery; and (4) validation research based on the expansion of the longitudinal Research Database. This validation research led to proposed improvements in the Army's existing procedures for selecting and classifying new recruits. The status and the future directions of the property of the status and the future directions.

tions of army selection and classification research are also discussed. Abstracts of 26 reports, article and papers referenced in the test are appende (JAZ)

ED 280 861 TM 870 188

Calderhead, James
Developing a Framework for the Elicitation and
Analysis of Teachers' Verbal Reports.

Analysis of Teachers' Verbal Reports.

Pub Date—Apr 86

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MFDL/PCDI Plus Postage.

Descriptors—\*Cognitive Processes, Educational Research, Elementary Secondary Education, Models, Recall (Psychology), \*Research Methodology, Student Teachers, \*Teacher Behavior, \*Teachers, \*Teachers, \*Teacher Behavior, \*Teachers, \*Teachers, \*Teacher Behavior, \*Teachers, \*Te

cation

(Author)

ED 280 862

TM 870 189

Thompson, Bruce Borrello, Gloria M.

Comparisons of Factors Extracted from the Correlation versus the Covariance Matrix: An Example Using the Love Relationships Scale.

Pub Date—29 Jan 87

Note—35p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adults, "Analysis of Covariance, Astitude Measures, "Correlation, Error of Measurement," Factor Analysis, "Factor Structure, Mathematical Models, Matrices, Scores, Statistical Distributions, "Test Items," "First Theory Identifiers—"Correlation Matrices, Love Relationships Scale, Residuals (Statistics)

Attitude measures frequently produce distribu-

scenumers—"Correlation statices, Love Relationships Scale, Residuals (Statistics)
Attitude measures frequently produce distributions of item scores that attenuate interitem correlations and thus also distort findings regarding the factor structure underlying the items. An actual data set involving 260 adult subjects' responses to 55 items on the Love Relationships Scale is employed to illustrate empirical methods for identifying such items during test construction or test validation. Two methods for identifying these items are proposed. The first method involves the use of "best fit" factor rotation; the second method involves the comparison of "reproduced" correlation matrices computed from two structure matrices. It is noted that examination of item descriptive statistics may not successfully substitute for an empirical method for identifying potentially troublesome items. An appendix contains tabulated data. (Author/JAZ)

ED 280 863 TM 870 190 Athanasu, James A.
An Outline of the Development of the Vocational
Interest Survey and Preliminary Technical Data.
Information Paper, [Draft].
New South Wales Dept. of industrial Relations and
Employment, Darlinghurst (Australia). Human
Resources Div.

Resources Div.

Resources Div.

Report No.—ISBN-O-7305-2116

Pub Date—Dec 36

Note—30p; For related documents, see TM 870
191-193.

191-193.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Careers, Construct Validity, Correlation, Foreign Countries, High Schools, "Interest Inventories, Item Analysis, Measurement Techniques, Occupations, "Questionnaires, Rating Scales, Research Design, Surveys, "Test Construction, Test Reliability, "Vocational Interests Identifiers—Australia (New South Wales), Holland

Vocational Preference Inventory, \*Vocational Interest Survey
The Vocational Interest Survey (VIS) is a set of six questionnaire scales for measuring vocational interest. It is designed for Australian users and is consistent with Holland's theory that there are six basic career categories. This paper discusses the development of the VIS and presents some technical data on the questionnaires. Items were provided by the users (in the form of free-association responses) rather than by psychologists. Based on those items, a pilot questionnaire was prepared, which contained three separate lists of 138 occupations, 105 study courses, and 152 activities. Complete-link clustering was used to develop six temporary groups of occupational items. The 105 items relating to study courses were then correlated with the six experimental scales. Further item-analyses were conducted to produce six combined jobs/study courses scales with maximum internal consistency, Finally, activity items were selected and added to the combined jobs/study courses. Reliability of VIS scales was assessed using measures of internal consistency, split-half reliability, and tear-retest coefficients. In addition, the intercorrelations of the six VIS scales, the construct validity of the VIS, and the relationship between vocational interests on the VIS and career related characteristics were measured. The appendix provides a listing which summarizes the overall responses to each item. (JAZ)

ED 280 864 TM 870 191

Athanasou, James A.

An Overview of the Vocational Interest Survey.
Information Paper. (Draft).

New South Wales Dept. of Industrial Relations and
Employment, Darlinghurst (Australia). Human
Resources Div.

Report No.—ISBN-0-7305-2076-5 Pub Date—Oct 86 Note—26p; For related documents, see TM 970 190-193.

Note—26p.; For related documents, see TM 970 190-193.

Pub Type—Tests/Questionnaires (160) — Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Careers, Foreign Countries, High Schools, "Interest Inventories, Measurement Techniques, Models, Occupations, "Questionnaires, Rating Scales, "Research Design, Surveys, Vocational Interests Inventories, Surveys, Vocational Interests Survey (VIS) is a measure of six vocational interests Survey (VIS) is a measure of six vocational interests-practical, scientific, artistic, social, business and clerical—based on the model of interests proposed by Holland. Five broad design criteria for the development of the six interest scales are outlined, e.g., minimum reliability of 0.80. Each scale is organized into three parts: (1) occupational choices; (2) educational preferences; and (3) activity interests. Seven major applications of the VIS are described: individual assessment, diagnosis, selection and placement, guidance, prediction, evaluation, and research. A list of job names and courses for use with the VIS, and the six questionnaires are appended. (Author/JAZ)

ED 280 865 TM 870 192

Athanaou, James A.
Administration and Scoring of the Vocational
Interest Survey, Information Paper.
New South Wales Dept. of Industrial Relations and
Employment, Darlinghurst (Australia). Human
Resources Div.
Report No.—ISBN-0-7305-2084-6
Pub Date—Oct 86
Notes 130.—For spletted documents, and TM 070

Note—12p.; For related documents, see TM 970 190-193.

Note—12p.; For related documents, see 1M 9/0 190-193.
Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Careers, Foreign Countries, High Schools, "Interest Inventories, Measurement Techniques, "Norms, Occupations, "Questionnaires, Rating Scales, Scores, "Scoring, Surveys, "Testing, "Vocational Interests Survey, "Testing, "Vocational Interest Survey VIS) is a set of six the Vocational Interest Survey (VIS) is a set of six questionnaires for measuring vocational interests. It is designed to be used in career counseling with persons 15 years and over, who want to explore and understand their vocational interests. Completion of this inventory requires: (1) active participation of respondents, (2) a setting where individuals can concentrate, and (3) an understanding of the goal of this assessment. The purpose of this paper is to out-

line some aspects of the administration and scoring of the VIS, with special emphasis on the relative preference index. The VIS comes with instructions for administering and completing the survey. The reading level for the instructions is estimated to be at year 5/6 level. The VIS is designed to be essentially self-scoring. The procedure for computing raw acores is the same for all scales. Based on a sample of 2,459 men and women, combined-sex norms were developed as percentile ranks for each of the six scales. The Relative Preference Index (RPI) is used to make statements about a client's level of preference on each subscale. The RPI is a variation of a mastery score that shows quantity of preference. It describes the level of performance rather than the relative standing in a group. It is cautioned that any questionnaire should be employed as only one aspect of the vocational guidance process. (IAZ)

TM 870 193

ED 280 866
Athansou, James A.
Interpretation of the Results from the Vocational
Interpret Survey. Information Paper. [Draft].
New South Wales Dept. of Industrial Relations and
Employment, Darkinghurst (Australia). Human
Resources Div.
Report No.—ISBN-0-7305-2092-7
Pub Date—Oct 36
Note—399; For related documents, see TM 870
190-192.
Pub Type—Reports - Respect (143)

Pub Date—Oct 36
Note—39s; For related documents, see TM 870
190-192.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Careers, "Foreign Countries, High
Schools, "Interest Inventories, Occupations, Profiles, "Questionnaires, Rating Scales, "Test Interpretation, Test Reliability, "Vocational Interests
Identifiers—Australia (New South Wales), "Vocational Interest Survey
The user of the Vocational Interest Survey (VIS)
has available a number of interpretative approaches
at various descriptive and qualitative levels. This
report provides a brief outline of the various approaches. Whenever all six scales of the VIS are
administered, the client's total score on all six scales
should be within the average range. The average
total score is 54. Fifty percent of all clients range
from 26 to 72. The clients' highest scores determine
heir resemblance to one of the six vocational types.
People who resemble many vocational types are labeled as undifferentiation in a sample of 206 high
school students was 58. The level of consistency
refers to the compatibility between a person's highest interests. Compatibility between a person's highest interests. Compatibility is measured by the diland. The hexagonal model may also be used to
obtain four degrees of person-occupation congruency. Results from the VIS can be used to search for
occupations which are compatible with interests. A
copy of the interest profile and list of careers in each
vocational category is attached. (JAZ)

ED 280 867 TM 870 194

Rennie, Leonie J. And Others
The Effect of Inservice Training on Teacher Attitudes and Primary School Science Classroom Climates, Research Report Number 12.
University of Western Australia, Perth. Dept. of Education

ucation.

Spons Agency—Australian Commonwealth
Schools Commission, Canberra.
Report No.—ISBN-0-86422-026-X
Pub Date—Feb 85
Note—137p.; Appendices contain small print.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Questionnaires (100) Plus Poetage. PC Not Available from EDRS.

Descriptors—Attitude Measures, \*Classroom Environment, Classroom Observation Techniques, Classroom Research, Electricity, Elementary Education, \*Elementary School Science, Elementary School Teachers, Foreign Countries, \*Inservice Teacher Education, Intermediate Grades, \*Questionnaires, Science Interests, Self Esteem, \*Sex Differences, Sex Stereotypes, Student Attitudes, \*Teacher Attitudes, Teacher Student Relationship, Teaching Methods Identifiers—Australia

This report documents the development, implementation, and evaluation of an inservice program designed to facilitate a non-sexist approach to the teaching of science in primary schools. Ten matched

pairs of teachers were selected on the basis of a survey questionnaire to participate in the study. Teachers were given help in the teaching of electricity and subsequently taught this topic to their year 5 classes. The project was evaluated by pre- and post-questionnaires to teachers and students, and classroom observation during the teaching of the electricity topic. Apart from describing survey data about teachers' attitudes, preferences, teaching methods and reasons for teaching science, and children's interests and attitudes about science, the project found that teachers reported increased confidence, knowledge, and skills in teaching electricity and changes in their awareness of the problems of girls in science. In those classes taught by the experimental group of teachers, children's attitudes became less sex-stereotyped, and interactions in mixed-sex groupings enabled girls to participate more equitably in science activities. Appendices are: (1) Teachers' initial and final questionnaires; (3) class activity schedules; (4) sample worksheet used for inservice; and (5) problems experienced during the teaching of electricity, and feedback on inservice. (Author/JAZ)

ED 280 868 TM 870 19
Soh. Kay Cheng
Teacher Locus of Control Scale: A Validity Study.
Occasional Paper No. 28.
Institute of Education (Singapore).
Report No.—ISBN-9971-953-31-5
Pub Date—Mar 86 TM 870 195

Pub Date—Mar 86
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Faculty, Correlation, \*Cultural Context, Foreign Countries, Higher Education, High Schools, Item Analysis, \*Locus of Control, \*Personality Measures. Secondary School Teachers, Teacher Attitudes, \*Test Reliability, Test Theory, \*Test Validity Identifiers—\*Singapore, \*Teacher Locus of Control Scale, Teacher Stress
This research study investigates the validity of the

Identifiers—"Singapore, "Teacher Locus of Control Scale, Teacher Stress
This research study investigates the validity of the Teacher Locus of Control Scale (TLCS) in a different cultural environment. The scale, developed in the United States by Taylor et al., measures teachers' beliefs about their own potential to influence student performance and classroom events. Specifically, the study investigates the discriminality of the items and the relationships of the TLCS as a whole with relevant criterion measures such as stress, personality, and educational attitudes. A few words in two of the 20 TLCS items were changed to suit the local linguistic style. Two hundred teachers from technical colleges and high achools in Singapore responded to the scales at their convenience. The reliability of the TLCS was ascertained using Cronbach alpha; and its validity was assessed through its correlation with the seven criterion measures. The majority of the items showed discrimination power. The scale showed positive relationships with several attitudinal measures which support its validity. The study concludes that TLCS has substantially high reliability when used in a different cultural context. (JAZ)

TM 870 197 Lewellen, James R. Multiple Measures and Needs Asser Pub Date—Nov 84

Maitiple Measures and Needs Assessment.
Pub Date—Nov 84
Note—30p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Orlando, FL, November, 1984).
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Educational Needs, Elementary Secondary Education, Higher Education, \*Informal Assessment, Questionnal res, Surveys, Teaching Guides, Test Construction, \*Tests, Test Selection
This document presents instructor's materials for a unit on use of tests and measures for conducting measures; tips on selecting and using tests; tips on selecting and using tests; tips on selecting measures; tips on selecting and using tests; tips on selecting measures; and tips on conducting the interview). It is assumed that needs assessment is conducted for individual students, grade levels, individual schools, professional staff, service personnel, or community residents. It is also expected that a needs assessment uses a variety of formal and informal measures. Topics include: (1) formal as-

sesament procedures (norm-referenced achieve-ment tests, group or individual diagnostic tests, and criterion-referenced tests); (2) informal assessment procedures, such as teacher-developed tests; and (3) quasi-formal techniques (interviews and survey questiomaires). Sample survey questions are in-cluded in the transparencies. An evaluation form for this presentation is also included. (GDC)

cluded in the transparencies. An evaluation form for this presentation is also included. (GDC)

ED 280 870

TM 870 200

State Tests and High School Graduation Reference
Group Summaries 1985-86 School Year.

New York State Education Dept., Albany. Div. of
Educational Testing.

Report No.—DET-786

Pub Date—86

Note—849; Printed on colored paper.

Pub Type—Numerical/Quantitative Data (110)

EDBS Price - MF01/PO4 Plus Pestags.

Descriptors—Basic Skills, County School Districts,
Elementary Secondary Education, Graduation

Requirements, "Local Norms, Mathematics
Tests, Minimum Competency Testing, Reading
Tests, School Districts, "School Statistics, "State
Norms, "State Programs, Student Evaluation,
"Testing Programs, Test Norms

Identifiers—"New York, Writing Tests
This booklet contains reference group summaries
for the Pupil Evaluation Program tests, the preliminary competency tests, the Regents competency
test, and the Regents examinations that were administered during the 1985-86 school year in New
York State. Summaries are also included for high
school graduation results. Results are presented in
tabular form for the following reference groups: (1)
total state; (2) public schools by type of community
or school district (New York City, large-size central districts, small-size central districts); (3) public schools
by county; and (4) nonpublic schools. The data in
this booklet allow school administrators to compare
the data for their schools and/or school districts
with those for various reference groups in New
York State. (LMO) with those for various reference groups in New York State. (LMO)

TM 870 201 ED 280 871

Regents Examinations and Competency Tests. School Administrator's Manual. 1986 Edition. New York State Education Dept., Albany. Bureau of Elementary and Secondary Testing Programs. Pub Date—86

Pub Date—86
Note—50p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, \*Graduation Requirements, High Schools, \*Minimum Competency Testing, \*State Programs, \*State Standards, \*Testing Programs, Test Manuals, Test Results, Writing Evaluation
Identifier—New York, \*New York State Regents

ientifiers—New York, \*New York State Regents Examinations

Identifiers—New York, \*New York State Regents Examinations
This manual, accompanying the New York State Regents Examinations and Competency Tests, is intended for use by school administrators, guidance counselors, teachers, and proctors. Regents examinations measure the quality of instruction and learning that has taken place in high schools, and provide information for educational and vocational decision making. Passing scores in English and mathematics astisfy the competency testing requirements for a high school diploma. The Regents competency tests measure basic skills in reading, writing, and mathematics. Passing scores satisfy the requirements for a high school diploma. The Regents examinations are administered to average and above average students who wish to obtain a Regents diploma and who have taken Regents courses. Instead of the Regents competency tests, students may use Scholastic Aptitude Test or American College Testing Program scores to demonstrate proficiency. Nonnative speakers and handicapped students may use alternative procedures. Specific instructions are included for ordering and administering the tests; rating, recording scores, and providing remediation; reporting results; returning test and graduation results; and endorsing local diplomas. Appendices include a list of English as a second language tests and modifications for handicapped examines. (GDC)

ED 280 872

TM 870 202

ED 280 872 TM 870 202
Plans and Activities for 1990 Decennial Census.
Part 2: Hearings before the Subcommittee on
Census and Population of the Committee on Post
Office and Civil Service, House of Representa-

tives, Ninety-Ninth Congress, Second Session (May 1, 15, 1986). Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service. Pub Date—May 86 Note—214p. Serial No. 99-48. Some sections con-

Note—214p.; Serial No. 99-48. Some sections contain amail print Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF01/PC99 Plus Postage.

Descriptors—\*Census Figures, \*Data Collection, \*Data Processing, \*Demography, Federal Programs, Hearings, Measurement Objectives, \*National Surveys, Population Trends, Questionnaires, \*Research Design, Test Construction

Identifiers—Bureau of the Census, \*Census 1990,

struction
Identifiers—Bureau of the Census, \*Census 1990,
Congress 99th
Hearings on the 1990 Decennial Census were
held on May 1, 1986, and May 15, 1986. The May
I session focused on data processing procedures.
Speakers included John G. Keane, Daniel G. Horvitz, William Eddy, Judith S. Rowe, Benjamin F.
King, and Stephen E. Fienberg. Topics included automation of address files and questionnaire
check-in; dissemination of data on a variety of media including microfiche and CD-ROM; cost effectiveness of proposed procedures; linking of
household records; and use of microcomputers for
data processing. Two areas were mentioned in
which the Subcommittee could best assist the Bureau of the Census: the procurement of computer
of censal counts. The second hearing, held on May
15, concerned the census questionnaire and automation. Topics included the design of a shorter censuch as Film Optical Sensing Device for Input to
Computer (FOSDIC) and optical mark recognition
(OMR); cost effectiveness; and the National Content Test. Speakers included Susan Miskura, Gene
Dodaro, and Gail Franke. (GDC)

ED 280 873 TM 870 203

ED 280 873

Rossi, Robert Gilmartin, Kevin
Workpänss for Developing Educational Indicators.
Technical Report No. 17.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—AIR-87500-4-81-TR
Pub Date—Apr 81
Contract—300-80-0823
Note—866.

Contract—340-50-00-55.

Note—86p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accreditation (Institutions), Educational Economics, Educational Quality, \*Educational Research, Elementary Secondary tional Economics, Succational Quanty, Educa-tional Research, Elementary Secondary Education, Evaluation Criteria, Higher Educa-tion, Pational Surveys, Predictor Variables, \*Research Design, \*Social Indicators, Statistical

Surveys
Identifiers—\*Educational Indicators, \*National

Center for Education Statistics
Five workplans were developed for the National
Center for Education Statistics' (NCES) educa-Five workplans were developed for the National Center for Education Statistics' (NCES) educational indicators program. The implementation of these workplans will be useful to both NCES staff and users of NCES data and will provide opportunities for joint working relationships among the authors, consultants, and NCES staff. The five plans call for (1) development of a handbook containing time-series dats generated by NCES surveys and guidelines for use of these data in analysis; (2) preparation of a guide to interpreting indicator data that would be written for nonstatisticians and designed for inclusion in "The Condition of Education"; (3) construction of composite indexes describing the market values of the numbers and types of degrees offered at colleges and universities; (4) analysis and presentation of accreditation measures for higher education institutions; and (5) design of state reports based on the Common Core of Data, describing the changing conditions of local education agency operations. Two related reports are appended: an outline of the variables needed for monitoring the social and economic conditions in education, and a report suggesting various indicator development projects. (GDC) ED 280 874 TM 870 204 Crowell, Ronald Tissot, Paula Curriculum Alignment. North Central Regional Educational Lab., Elm-

hurst, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—30 Oct 86

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—30 Oct 86

Note—14p. Pub Type— Reports - Research (143)

EDRS Price - MF01/PCII Phu Postage.

Descriptors—Accountability, Achievement Testa, "Cognitive Objectives, "Content Validity, "Curriculum Evaluation, "Educational Assessment, Elementary School Curriculum, Elementary School Curriculum, Elementary School Curriculum, Elementary School Curriculum, Elementary School Curriculum Alignment Programs, Research Needs, School Effectiveness, School Organization, Secondary School Curriculum Identifiers—"Curriculum Alignment Curriculum goals; instructional program-what is taught and the materials used; and tests used to judge outcomes. CA can be a very powerful factor is unproving schools. Although further research is needed on CA, there is considerable literature on the link between curriculum and instruction. The functional organization of the school is also an important factor because schools would benefit from a coordinated approach to setting goals, curriculum development, and testing, rather than have these factors addressed as three separate elements. It is important, within the current emphasis on improving teaching, to give sufficient consideration to what is being taught and why. Some programs have been developed to helpachieve the process of CA: (1) the Educational Products and Informational Exchange's Integrated Instructional Information Resource Program; (2) Southwest Regional Educational Laboratory's Instructional Accomplishment Information System; (3) Michigan's state reading test redevelopment; and (4) the staff development program in lakster, Michigan A. list of questions is included which may be used to audit objectives, instruction, and tests.

ED 280 875 TM 870 205

ED 280 875
Bhola, H. S.
Training of Evaluators in the Third World: Implementation of the Action Training Model (ATM) in Kenya and Botswana.
Pub Date—Oct 86
Note—25p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Developing Nations, Educational Needs, "Evaluators, Foreign Countries, Higher Education, "International Programs, Models, "Professional Training, Program Evaluation, "Technical Assistance, Training Methods, "Workshops

\*Workshops Identifiers—\*Action Training Model, Botswana,

identifiers—"Action Training Model, Botswana, Kenya
The Action Training Model (ATM) was developed for the delivery of evaluation training to devel-opment workers in Kenya and Botswana and implemented under the aegis of the German Foun-dation for International Development. Training of evaluators is a challenge in any context, but in the evaluators is a challenge in any context, but in the Third World environment, evaluation training offers special problems. Typically, evaluation training comes to these countries through outsiders, and quite often within the framework of technical assistance. The development of ATM was based on previous trial workshops conducted in Kenya and Tanzania. The training typically consists of an intense schedule of four two-week workshops. A great deal of trainee participation is encouraged. Current experience with ATM indicates that it shows promise in a technical assistance situation, as well as for use within a Third World country. (GDC)

TM 870 206 Hedl, John J., Jr.
Test Anxiety and Depression in Sentence Memory:
Parallel Effects?

Pub Date—86
Note—31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Asso-

ciation (Houston, TX, January 30-February 1,

ciation (Houston, TX, January 30-February 1, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Pries - MF01/PCU2 Plus Postage.

Descriptors—Comprehension, Cues, "Depression (Psychology), Encoding (Psychology), Females, Higher Education, Memory, "Recall (Psychology), Semantics, "Short Term Memory, "Test Anxiety, Visualization identifiers—Beck Depression Inventory, Worry and Emotionality Questionaire
Level of state test anxiety and depression were related to encoding strategy (imagery versus sematic instructions) in a study of sentence memory. Subjects were 80 female undergraduate students. Negative effects for test anxiety were found in both strategy conditions. Negative effects were found both strategy conditions. Negative effects were found with the imagery strategy. These effects appeared to hold for both free recall and cued recall. The results suggested that different etnotional states may lead to different performance outcomes, depending upon the nature of the encoding strategy employed. A quantitative effect was suggested for the emotional state of anxiety; anxiety interferes with a memory process that underlies performance in a variety of task conditions. Depression, however, appeared to have a qualitative effect; different processes were affected by the two encoding strategies, and the result varied by level of depression. (GDC)

ED 280 877
Report on the Implementation of the Basic Skills
Assessment Program, 1964-85.
South Carolina State Dept. of Education, Columbia.

Pub Date-Dec 85

Assessment Program, 1984-85.

South Carolina State Dept. of Education, Columbia. Pub Date—Dec 85

Note—193p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDBS Price - MF01/PO19 Plus Postage.

Descriptors—Academic Standarda, \*Basic Skilla, \*Behavioral Objectives, Cognitive Measurement. Criterion Referenced Tests, Educational Assessment, Educational Legislation, Elementary Secondary Education, "Learning Readiness, Mathematics Skills, \*Minimum Competency Testing, Readings Skills, School Districts, Soores, \*State Programs, Testing Programs, \*Test Results, Writing Skills

Identifiers—Cognitive Skills Assessment Battery, \*South Carolina Basic Skills Assessment Program The South Carolina Basic Skills Assessment Program (BSAP) was established by South Carolina legislation enacted in 1978. This report describes BSAP implementation and test results for 1984-85 as prescribed in the legislation. As the schedule for this academic year required, the Cognitive Skills Assessment Battery (CSAB) was administered to all 50,722 students entering first grade. Of these, 72.4 percent were classified as ready to begin formal instruction. To measure the educational objectives set by the program, criterion-referenced tests in reading and mathematics were administered to grades 6, 8, and 11; writing tests were administered to grades 6, 8, and 11; writing tests were administered to grades 6, 8, and 11 is writing tests were administered to grades 6, 8, and 11 is writing tests were administered to grades 6, 8, and 12 is writing tests were administered to grades 6, 8, and 11 is resulted to provious years, the test results showed an overall improvement in 1984-1985. The monitoring process by the State Department of Education, instructional activities, and the activities and recommendations of the Basic Skills Advisory Commission are also reported. The appendices include: (A) basic skills resource materials; (B) alia is of the members of the kindergarten committee; (C) the percent of students classified as ready fo

EIJ 280 878

Language Arts Program Analysis of Grade 8,
Stanford Achievement Test (SAT), Advanced
Level, and Grade 10 Stanford Test of Academic
Skills (TASK), Level 1. Fall 1984 and 1985
Administrations.

Administrations.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Pins Postage.
Descriptors—Academic Achievement, Achievement Tests, Behavioral Objectives, Content Validity, "Educational Assessment, "Grade 8, "Grade 10, Instructional Improvement, \*Language Skills, "Reading Comprehension, Secondary Education, Spelling, Standardized Tests, State Programs, "Test Interpretation, Test Items, Test Norms, Vocabulary Skills
Identifiers—"Hawaii, Stanford Achievement Tests, Stanford Test of Academic Skills
This report summarizes the results of the 1984 and 1985 administrations of the following tests in Hawaii: (1) the grade 8 stanford Achievement Test (SAT), Advanced Level, 6th edition, of the Vocabuary, Reading Comprehension, Spelling, and Language Subtests; and (2) the grade 10 Stanford Test of Academic Skills (TASK), Level 1, 6th edition of the Reading and English subtests. The test results are used to assess students' performance. The test results are used to assess students' performance is below the national norm. The report identifies specific areas of strengths and weaknesses, discusses implications of the test results, and suggests recommendations for improving instructional programs. The report also provides a model for the analysis of test results as part of a district and/or school's curriculum assessment and improvement process. Appendices contain: (1) grade 8 test item matches for the vocabulary, reading comprehension, spelling, and language subtests; (2) grade 10 test item matches for the reading and English subtests; and (3) performance expectations not addressed for grades 8 and 10. (JAZ)

ED 280 879 TM 870 209

ED 280 879 TM 870 209

Miller, Harold J.

The Miller Motivation Scale: A New Counselling and Research Tool.

Pub Date—Jan 87

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - MPDI/PC01 Plus Postage.

Descriptors—Attention, "Behavior Rating Scales, Computer Assisted Testing, "Concurrent Validity, Cooperation, Counseling, Creative Activities, Higher Education, High Schools, Individual Power, Innovation, "Motivation, Productivity, "Psychometrics," Test Validity

Identifiers—"Miller Motivation Scale, "Test Retest Reliability

Reliability
The Miller Motivation Scale is a 160-item com-Reliability
The Miller Motivation Scale is a 160-item computer scored scale. It was developed to measure quickly and easily and display the motivational profile of the client. It has eight subscales. Five subscales measure encouragement, self-fulfillment and social interest. They are called Creative, Innovative, Productive, Cooperative, and Power. Three subscales measure discouragement, self-defeat, and selfish interest. They are labeled Attention Oetting, Revenge, and Give-Up. A test-retest reliability was conducted to determine the stability of the subscale scorea. The subjects of the study were 180 Faculty of Education Students. The test-retest results indicated that the Creative, Innovative, Productive, and Cooperative subscales have a high degree of reliability for this type of measurement device. The Attention Getting, Power, Revenge, and Give-Up. The reliationships between the Miller Motivation Scale subscales showed a lower test-retest reliability. The reliationships between the Miller Motivation Scale subscales and the Creative Behavior Inventory and the structure of Intellect-Abilities Assessment were studied to determine the concurrent validity of the Miller Scale accurately reflects the kinds of motivation that are important for both prediction and counselling. (IAZ)

ED 280 880

Marsh, Herbert W. Hocevar, Dennis

A New, More Powerful Approach to Multitrait-Multimethod Analyses: An Application of
Second-Order Confirmatory Factor Analysis.

Pub Date—8 Oct 86

Note—29p.

Pub Type— Reports - Research (143)

EDRS Price - MP91/PC02 Plus Postage.
Descriptors—Computer Software, Construct Validity, Correlation, \*Error of Measurement, \*Pactor
Analysis, Factor Structure, Goodness of Fit,
\*Mathematical Models, Measurement Techniques, \*Multitrait Multimethod Techniques,
Rating Scales, Research Problems, Test Items,

\*Test Theory Identifiers—\*Confirmatory Factor Analysis, LIS-REL Computer Program, Students Evaluation of Educational Quality
The advantages of applying confirmatory factor analysis (CFA) to multitrait-multimethod (MTMM) data are widely recognized. However, because CFA as traditionally applied to MTMM data incorporates single indicators of each scale (i.e., each trait/method combination), important weaknesses are the failure to: (1) correct appropriately for measurement error in scale scores; (2) separate error due to low internal consistency from uniqueness due to weak trait and/or method effects; (3) test whether items or subscales accurately reflect the intended factor structure; and (4) test for correlated uniquenesses. However, when the analysis begins with multiple indicators of each scale (i.e., tems or subscales) second-order factor analysis can be used to address each of these problems. In this approach first-order factors defined by multiple intems or subscales are posited for each scale, and the method and trait factors are posited as second-order factors. This paper illustrates models that incorporate multiple indicators of each scale. The advantages of their application are discussed. A three-page list of references and the description of the models, mentioned in the text, supplement the paper. (Author/JAZ)

Edwards, Junes G.
Burnout in College Seniors Preparing for the Human Services Profusions.
Pub Dato—13 Nov 86
Note—6p.; Paper press. TM 870 211

Note—6p.; Paper presented at the Annual Meeting of the California Educational Research Associa-tion (Marina Del Rey, CA, November 13-14, 1986).

of the California Educational Research Association (Marina Del Rey, CA, November 13-14, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPDI/PCDI Plus Pestags.
Descriptors—Affective Measures, "Attitude Measures, "Burnout, "College Seniors, "Construct Validity, Engineering Education, Higher Education, "Human Services, Majors (Students), "Student Alienation Identifiers—"Maslach Burnout Inventory (MBI) was used to assess the level and intensity of burnout in 165 California State University at Long Beach college seniors preparing for the human services professions, specifically teaching, nursing, criminal justice, and social welfare. A comparison group of 80 engineering seniors was also assessed. The 40-item questionnaire contained a modified version of the MBI a seven-item college-oriented burnout questionnaire, and demographic items. Frequency and intensity socras were derived for three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The following results were noted: (1) Burnout is a valid construct for college seniors experience burnout similar to their professional counterparts on the emotional exhaustion and personal accomplishment subscales of the MBI. (3) Depersonalization is not a factor for college seniors. (4) Burnout occurs equally in engineering and human services students, shough it exists to a lesser extent than it does in the working professional. (2) Human services majors are more altruistic and people-oriented than seniors with other majors. (6) High burnout predicts negative attitudes toward school, perception of less value in accomplishments, and less dedication to achool. It does not predict lower levels of participation with other misors. (6) High burnout operations and performent of the modified form of the MBI for college seniors. Further studies need to be completed before generalizations can be made to a larger population. (GDC)

ED 280 882 Anderson, Patricia S.
The School Profiling Guide: Attitude Measure-

Northwest Regional Educational Lab., Portland,

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Oct 86
Contract—400-86-0006
Note—29p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—\*Attitude Measures, Elementary Secondary Education, \*Institutional Characteristics,

Profiles, "School Attitudes, Self Concept Measures, "Student Attitudes, "Testing Programs, Test Interpretation, Test Manuals, "Test Results, Test Selection, Test Use Identifiers—"School Profiles

Test Selection, Test Use Identifiers—"School Profiles
This guide is part of a series designed to assist school personnel to profile their data to support local school decisions. The profiling process can be used in school improvement programs. This particular guide describes the measurement of student attitudes toward schooling, about one's schools performance, about feelings toward school as a place to learn, or about others' judgments of one's school performance. Criteris for attitude test selection are outlined, including test validity, community standards of appropriateness, provision of information by the test publisher, norms, age appropriateness, score reports, and instructions for interpretation. Planning of the data collection is recommended. Testing should occur within a week of the achievement testing, if attitudes and achievement are to be compared. Decisions must be made about who to test, whether the responses need be anonymous, additional biographical information needed, and scoring procedures. Standard procedures should be used for administering tests and recording data. Procedures for reporting and interpreting the data are illustrated, using Scott Foresman's School Attitude Measure as an example. Suggestions for evaluating the findings and developing goals are included. (GDC)

Et 280 883

ED 280 883
Hussong, Mary Ann, Comp. And Others
16 PP Research Bibliography: 1971-1976.
Institute for Personality and Ability Testing, Cham-

paign, IL. ub Date—7 Aug 77

Note—33p.
Pub Type— Reference Materials - Bibliographies (131)

Descriptors—Doctoral Dissertations, \*Educational Research, \*Personality Measures, \*Personality

Identifiers-\*Sixteen Personality Factor Question-

This bibliography contains a comprehensive lis-This bibliography contains a comprehensive lis-ting of research studies and dissertations related to the Sixteen Personality Factor (16 PF). It is the third part in the series of reference works begun by the 16 PF Handbook (1970) and supplemented by the 16 PF Manual (1972). The collection spans pri-marily the years 1971-1976. Several references to work conducted before 1971 and some in 1977 are work conducted before 1971 and some in 1977 are included. It presents 688 citations not previously cataloged in any publications of the Institute for Personality and Ability Testing. The bibliography is fully cross-indexed, drawing heavily from the indexing system employed by the American Psychological Association in publications such as Psychological Abstracts. Every citation is followed by a code which indicates the source where the abstract of the document can be found. (JAZ)

TM 870 214 Halfar, Christine Falletta, John
Ranking of Schools by Reading Achievement,
1986. OEA Analytic Report.
New York City Board of Education, Brooklyn. Of-

fice of Educational Assess Pub Date-Jan 87

Pub Date—Jan 87

Note—62p.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MPUL/PU3 Plus Postage.

Descriptors—Elementary Secondary Education,

\*Grade Equivalent Scores, Norm Referenced
Tests, Public Schools, \*Reading Achievement,

\*Reading Tests, School Effectiveness, \*School Statistics, School Surveys, Scores, \*Test Results, Urban Schools

Statistics, School Surveys, Scores, "Test Results, Urban Schools Identifiers—Degrees of Reading Power, "New York City Board of Education This document contains 49 pages of tables presenting data ranking schools' reading achievement in New York City. Scores are from the Degrees of Reading Power test administered in grades 3 to 10 in 1986. This report complies with the New York City Decentralization. Law's requirement that each school be ranked by the percentage of pupils reading at or above grade level. Any school falling in the bottom 45 percent is allowed to hire its teaching personnel through alternative procedures. It is strongly suggested that these data alone not be used as a measure of school effectiveness, especially in

terms of selecting a school. Reading grade level is defined as the median score, or fiftieth percentile, established by the test publisher. For each grade, this score divides the sample into an upper and lower half. To compute the school rank, the score of each student was compared with the grade level score from the test publisher's norms, and the number of students scoring at or above that point was determined. Data on limited English speaking students and results from the 1985 test, using the California Achievement Tests, are also included. (GDC)

TM 870 215

ED 240 845

McGrail, Janet And Others

Looking at Schools. Instruments and Processes for School Analysis.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87 Contract—400-86-0003

Contract - 400-80-0003 Note-124p. Pub Type— Reference Materials - Directories/Cat-alogs (132) — Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—Achievement Tests, \*Administrator
Evaluation, Costs, \*Educational Environment,
Elementary Secondary Education, Evaluation
Methods, Measurement Techniques, Observation, Questionnaires, \*School Community Relationship, School Effectiveness, Standardized
Tests, \*Student Evaluation, \*Tescher Evaluation,
Test Results, \*Test Use

This director, reviews, a variety of instruments

Test Results, "Test Use
This directory reviews a variety of instruments
that may be used by educators to assess the performance of students, teachers, and administrators;
achool climate effectiveness; and school-community
relations. The instruments were selected on the basis of their sound technical quality, ease of availability, and proven utility. The student achievement
tests included are: (1) California Achievement
Tests: (2) Comprehensive Tests of Basic Skills. (3) Tests; (2) Comprehensive Tests of Basic Skills; (3) lowa Tests of Basic Skills; (4) Tests of Achievement Iowa Tests of Basic Skills; (4) Tests of Achievement and Proficiency; (5) Metropolitan Achievement Tests; (6) SRA Survey of Basic Skills; and (7) Stanford Achievement Tests. The following instruments are included for assessing teacher performance: (1) Georgia Teacher Performance Assessment Instruments; (2) Missouri Performance Based Teacher Evaluation; (3) the Toledo Plan-Intern, Intervention, Evaluation; and (4) NTE Programs. Instruments included for the measurement of administrators performance are: (1) the Profile for Assessment of Leaders; (2 Missouri Performance Based Superintendent and Principal Evaluations; (3) the Profile of a School; (4) Administrator Management-by-Objectives Appraisal System; (5) the (3) the Profile of a School; (4) Administrator Management-by-Objectives Appraisal System; (5) the Evaluation of Principals as Instructional Leaders; and (6) the Assessment Center Project and Springfield Development Program. Instruments covered for the evaluation of school climate are: (1) Santa Clara School Effectiveness Program Surveys; (2) Il-linois Quality Schools Index; (3) Connecticut School Effectiveness Interview and Questionnaire; (4) School Self-Assessment Instruments; (5) Effective School Battery; (6) Classroom Environment tive School Battery; (6) Classroom Environment Scale; (7) School Assessment Survey; (8) Organizational Climate Survey; (9) School Climate Improvement; (10) Quality of School Life; (11) Learning Environment Inventory/My Class Inventory; and (12) Middle Crades Assessment Program. The following instruments are included for evaluating school-community relations: (1) Parent Attitudes toward School Effectiveness Questionnaire; (2) Project ACCESS; and (3) NCCE Parent Involvement Process, Information about each instrument is Project ACCESS; and (3) NCCE parent invove-ment Process. Information about each instrument is categorized under developer, contact for materials and information, overview, description, use, results, costs, and comments (if applicable). (JAZ)

ED 280 886 TM 870 21 Richards, Ruth C. And Others Prediction of Out-of-Sequence Development by BSID Scores. Pub Date—86 TM 870 216

Note-16p.; Paper presented at the Mid-South Ed ucational Research Association (Memphis, TN, November 19-21, 1986).

November 19-21, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Birth Weight, \*Child Development,
Correlation, \*Developmental Stages, Diagnostic
Tests, Early Childhood Education, \*Mental Age,
Multiple Regression Analysis, \*Predictor Vari-

ables, Pregnancy, \*Premature Infants, \*Psychomotor Skills

Identifiers—\*Bayley Scales of Infant Development, Infant Feeding, Post Hoc Methods

Infant Feeding, Fost Hoc Methods
The primary purpose of this study was to examine
uneven early development in premature infants. A
multiple regression analysis was performed in which
birth weight, length of gestation, length of assisted
feeding, and length of ventilation were used to predict the descrepancy between a child's Psychomotor and Mental Scale scores on the Bayley Scales of
Infant Development (BSID). The child with a large
difference score was expected to have been vesti-Infant Development (BSID). The child with a large difference score was expected to have been ventilated longer, to have needed more assistance in feeding, to have had a shorter gestation, and a smaller birth weight than the child with a small difference score. The results of the study did not support the hypothesis that a difficult newborn course would be reflected in a discrepancy between mental age and psychomotor age on the BSID. A post-hoc analysis revealed that none of the four variables were predictive of the size of the discrepancy when directionality was considered. Correlation coefficients between the dependent and independent variables were low. (JAZ)

TM 870 217

TM 870 21
Marsh, Herbert W. Richards, Garry
The Outward Bound Bridging Course for
Low-Achieving High School Males: Effect on
Academic Achievement and Multidimensional
Self-Concepts.
Pub Date—25 Apr 86
Notes—21:

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Behavior Rating Scales, \*Course Evaluation, Foreign Countries, Grade 9, High Schools, \*Low Achievement, \*Males, Mathematics Achievement, Multiratit Multimethod Techniques, Parent Participation, Reading Achievement, \*Residential Programs, \*Self Concept, Self Concept Measures, Standardized Tests, Test Reliability, Test Validity

Identifiers—Academic Self Concept Scale, \*Academic Self Scale, \*Aca

Validity

Identifiers—Academic Self Concept Scale, Australia, Coopersmith Self Esteem Inventory, \*Outward Bound Bridging Course (Australia), Self
Description Questionnaire
The Outward Bound Bridging Course is a 6-week
residential program designed to improve academic
achievement and self-concepts in low-achieving
high school males. During 1980-1984, five courses
were conducted for 66 Australian high school
males. Most of them were mith randa students. were conducted for 66 Australian high school males. Most of them were minth grade students, chosen on the basis of poor academic performance, an apparent potential to perform better, and strong parental support. The design of the evaluation component of this study evolved during the 5-year period. After the first 2 years, standardized mathematics and reading tests, the Self-Esteem Instrument (SEI) and the Self-Description Questionnaire (SDQ) were administered before, during, and after each course. Findings supported: (1) the effectiveness of the Outward Bound Bridging course couled with parental involvement as an academic tiveness of the Outward Bound Bridging course cou-pled with parental involvement as an academic intervention for low-achieving high school males on both academic achievement and academic self-con-cept; and (2) the validity of multidimensional self-concept responses to the Self-Description Questionnaire in relation to academic performance and in relation to the impact of an effective aca-demic intervention. The short multiple time-series design, the specificity of the effects to academic outcomes, and the generality of the effects across academic self-concept and achievement make im-plausible many possible internal and external threats to the validity of the interpretations. (Au-thor/JAZ) thor/JAZ)

Maxwell, Laurie
Making the Most of Ability Grouping, Research in
Brief. ED 280 888

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date-Nov 86 Note-3n.

Note—3p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Ability Grouping, "Academic

Achievement, Elementary Education, High

Achievement, Low Achievement, "Mathematics

Skills, Nongraded Instructional Grouping, "Readine Skills. ntifiers-Joplin Plan

This summary presents the major findings of recent research carried out at the Center for Research on Elementary and Middle Schools at Johns Hopkins University and published in "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis." The center examined more than 100 studies of five ability-grouping plans commonly used in elementary schools: between-class, within-class, regrouping for reading and/or mathematics, the "Jopin Plan," and nongraded plans stressing individualized instruction. The findings indicate that assigning elementary students to classrooms according to academic abilities, sometimes called tracking, does not raise pupil achievement. However, grouping pupils within a class for one or two subjects, such as reading or mathematics, can be highly effective. The grouping plans most apt to boost student achievement share at least three criteris: (1) they place students together according to ability levels in the specific skill being taught; (2) they are flexible enough to allow teachers to reasign students to different ability groups if their academic performance changes; and (3) they allow teachers to vary their pace and level of instruction to respond to students' needs. (Several sources for further information on ability grouping are given.) (JAZ) (JAZ)

TM 870 219 ED 280 889

Smith. Douglas K. Lyon, Mark A.
K-ABC/McCarthy Performance for Repeating and
Nonrepeating Preschoolers.
Pub Date.—Mar 87

K-MBC/McCarthy Performance for Repeating and Nonrepeating Preschoolers.
Pub Date—Mar 87
Note—19p.; Paper presented at the Annual Meeting of National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Achievement Tests, Analysis of Variance, "Cognitive Measurement, "Comparative Testing, Grade Repetition, High Risk Students, Intelligence Tests, 'Learning Disabilities, "Preschool Children, Preschool Education Identifiers—Xaufman Assessment Battery for Children, McCarthy Scales of Childrens Abilities This study compares the McCarthy Scales of Childrens Abilities (MSCA) and the Kaufman Assessment Battery for Children (K-ABC) profiles of successful and unsuccessful preschoolers with learning disabilities. Subjects, 40 preschool students, were tested at the beginning and at the end of the preschool year and were placed into repeating or nonrepeating groups based on the preschool staff's recommendations. Both groups scored higher on the K-ABC than on the MSCA. Repeaters scored lower on both scales. At the time of retesting (K-ABC only), the repeaters, as compared to the nonrepeaters, scored significantly lower on each K-ABC global scale. On the second testing, repeaters scored higher on Mental Processing Composite (MPC) and Simultaneous Processing (SP) subscales, while the nonrepeaters scored significantly higher on MPC, SP, and Achievement subscales. The repeaters displayed significantly higher mean Simultaneous scores as compared to mean Sequential scores at time of retesting. Stability coefficients ranged from 55 to .84 for the nonrepeaters and from .83 to .95 for the repeaters. (Author/JAZ)

ED 280 890 TM 870 221

ED 250 890 TM 870 221

Malarkey, Cynthia J. Aiken, Lewis R.

Survey of Testing Practices.
Pub Date—Nov 86

Note—14p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina Del Rsy, CA, November 13, 1946). 1986)

pe—Speeches/Meeting Papers (150) — Re-Research (143) — Tests/Questionnaires

(160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Achievement Testa, Content Validity, Educational Practices, \*Educational Testing, Higher Education, Questionnaires, Student Attitudes, \*Teacher Made Testa, Test Format, Under-

tudes, "Teacher Made Tests, Test Format, Under-graduate Students
Identifiers—"Survey of Testing Practices
The Survey of Testing Practices was administered
to 470 undergraduate students at Pepperdine Uni-versity and the Univesity of California Los Angeles.
The items concerned testing practices in three or
four classes taken the previous term: type of test,
test administration, class size, procedures for re-

turning tests, test difficulty, and observed cheating. Responses indicated that 69 percent of the courses were freshman level and 20 percent were sophomore courses. An average of three to four tests were administered per term. Types of tests were: objective, 36 percent; essay, 30 percent; objective and essay mixed, 23 percent; and oral, 1 percent. The tests were described as difficult or very difficult in 59 percent of the responses. Ninety-two percent of the courses had final examinations, and 76 percent of these were comprehensive. Students almost always knew, in advance, when a test would be given and what it would cover. Most students feit the tests covered the course material adequately and that the instructions, testing environment, and time allowed were satisfactory. Little cheating was reported. About half of the instructors reviewed the returned tests, and about half of the students kept their answer sheets or copies of the items. The 27-item questionnaire is appended. (GDC)

TM 870 222

ED 280 891

Smith, Douglas K. And Others
S-B: Fourth Edition and K-ABC: Their Relationships in a LD Sample.

Pub Date—Mar 87

Note—21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).

Pub Type—Reports - Research (143)

EDRS Price - MF0L/PC01 Plus Pestage.

Descriptors—Abstract Reasoning, Achievement Tests, Cognitive Processes, "Comparative Testing, Correlation, Elementary Education, "Intelligence Tests, "Learning Disabilities, Low Achievement, Memory, "Test Validity Identifiers—"Kaufman Assessment Battery for Children, "Stanford Binet Intelligence Scale Pourth Edition

Fourth Edition

Children, "Stanford Binet Intelligence Scale Fourth Edition
This study investigates the validity of the Stanford Binet Intelligence Scale-Fourth Edition (S-B-4) for use with students with learning disabilities. It compares the performance of 18 elementary-age students on the S-B-4 and the Kaufman Assessment Battery for Children (K-ABC). The subjects were identified by their school as having learning disabilities. Both S-B-4 and K-ABC were administered to each student in counterbalanced order. Correlations between the two scales were strong with global scale correlations ranging from .57 (Quantitative Reasoning-Achievement) to .87 (Verbal Reasoning-Achievement) with the Test Composite Mental Processing Composite order and K-ABC Mental Processing Composite and K-ABC Mental Processing Composite and Achievenent scales. On the K-ABC, the Simultaneous mean was significantly higher than the Sequential mean. On the Stanford-Binet, the mean Test Composite was significantly lower than the Verbal Reasoning and Abstract/Visual Reasoning means, while the Verbal Reasoning mean surpassed the Quantitative Reasoning mean. (Author/JAZ) Reasoning mean surpassed to soning mean. (Author/JAZ)

TM 870 224 Hser, Y. And Others
A Repeated Measures Design for Treatment Evalu-

A Repeated Measures Design for Treatment Evaluation.

Pub Date—Apr 87

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Table I contains small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MPDI/PC02 Plus Pestags.

Descriptors—Adults, Behavior Change, Drug Addiction, "Drug Rehabilitation, "Evaluation Methods, Intervention, Interviews, "Longitudinal Studies, "Program Effectiveness, "Program Evaluation, Research Design, Sampling, Time Identifiers—Heroin Addicts," Methadone, "Repeated Measures Design
A repeated measures design was used to essess the effects of a methadone maintenance program in several California locations, Subjects were 720 Chicano and Anglo men and women participating in rehabilitation programs for heroin addicts. The subjects were interviewed between 1978-1981, and the average follow-up time after initial treatment was 4-6 years. The follow-up rate was 90 percent of those alive at the time of the interview. This repeated measures design compared individuals behaviors for a relatively long pretreatment period, in order to ensure a more stable baseline; for all periods during

the treatment; and for all periods when not in treat-ment after the entry into initial treatment. The amount of time spent in treatment was also exam-ined. The interview, adapted from Nurco's sched-ule, assessed behavior, legal problems, drug use, employment, etc., during the different time inter-vals. Results indicated that the time factor was sig-mificant for all outcome measures. Significant behavioral improvement was noted during times of treatment. Racial differences and sex differences were also noted. (GDC)

TM 870 225

ED 280 893

Schunk, Dule H.

Domain-Specific Measurement of Students'
Self-Regulated Learning Processes.

Pub Date—Apr 87

Note—30p., Paper presented at the Annual Meeing of the American Educational Research Association (Washington, D.C., April 20-24, 1987).

Pub Type—Reports - Research (143) — Speeches.

Meeting Papers (150)

ciation (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, \*Cognitive
Processes, Cognitive Style, Construct Validity,
Correlation, Elementary Secondary Education,
\*\*Learning Strategies, Learning Theories, Measurement Techniques, Personality Measures,
\*\*Self Concept, \*Self Evaluation (Individuals),
Student Motivation, Test Reliability, \*\*Test Validity

Student Motivation, Test Reliability, "Test Validity ity Identifiers—"Domain Specifications, "Self Efficacy, Self Regulation This article discusses the assessment of self-regulated learning processes as students acquire cognitive skills in specific academic domains. Domain-specific assessment is useful for understanding student learning and for planning instructional activities that help to promote it. Although much psychological research has used general measures of cognitive functioning to study human behavior, general measures do not reliably predict what people do in specific situations. Some measures of student aptitude, such as intelligence or abilities, correlate with student achievement, but complex spititude constellations often predict learning better than any aptitude alone. The assessment of one type of domain-specific self-regulated learning process—perceived self-efficacy—is discussed to include instrument development, reliability, and validity. Empirical evidence is presented demonstrating the predictive utility of self-efficacy in various domains, along with research showing how self-efficacy is affected by instructional contexts. Puture research suggestions are provided. (A six-page list of bibliographic references is attached.) (Author/JAZ)

TM 870 226 ED 280 894 Randhawa, Bikkar S.
Self-Report Measures of Learning Climate/Envi-ronment: Some Alternative Validation Strate-

Self-Report Measures of Learning Climate/Eaviromment: Some Alternative Validation Strategies.
Pub Dato—Apr 87
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPDI-PCOI Plus Postage.
Descriptors—Attitude Measures, "Classroom Environment, "Cognitive Measurement, Construct
Validity, Correlation, Elementary Secondary Education, Foreign Countries, "Measurement Techmiques, "Models, "Psychometrics, "Test Theory
Identifiers—Classroom Environment Scale (Trickett and Moos), Learning Environment Inventory
(Anderson et al), My Class Inventory (Anderson)
This paper discusses cognitive and noncognitive
variables, and their relationship with each other, in
learning and in educational evaluation. The nature
of noncognitive learning environment variables is
examined. The following instruments that have
been widely used in assessing classroom environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom Environment are described: (1) the Learning Environment
Inventory (LEI); (2) the Classroom En

junction with contextual constraints such as demo-graphic variables, motivation for use, the individual and group styles for responding, and experience with the instrument. (JAZ)

TM 870 227

ED 280 895 TM 870 22 Linacre, John M. A Computer Program for Adaptive Testing by Microcomputer. Pub Date—Apr 87

Pub Date—Apr 87
Note—30p.
Pub Type—Reports - Descriptive (141) — Computer Programs (101)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Adaptive Testing, "Computer Assisted Testing, Difficulty Level," individual Testing, Item Analysis, Item Banks, "Latent Trait Theory, Microcomputers, Multiple Choice Tests, "Programing, "Test Format, Test Items, Test Results of the Programming, "Test Format, Test Items, Test Test Items,

sults
Identifiers—\*BASIC Programing Language, Rasch

Model
This paper describes a computer program in Microsoft BASIC which selects and administers test
items from a small item bank. The level of the difficulty of the item selected depends on the test taker's
previous response. This adaptive system is based on
the Rasch model. The Rasch model uses a unit of
measurement based on the logarithm of the possibilmeasurement based on the logarithm of the possibilities of correctly answering a particular question. The approach used in this program is based on the developments of Rasch theory by Benjamin Wright. In this program, the questions to be asked are typed into a file. EAch question has an identifying number, the text of the question, the five possible choices, the number of the correct answer, and a preliminary estimate of the question's difficulty. Details of each test session are on another file. This file includes the name and estimated ability of the test taker, each question asked, and the responses. Through the program, the computer counts the number of correct answers and gives a numerical estimate of examinee's ability. A BASIC listing of the program to administer and score a test and six figures illustrating various operations of this computer adaptive testing process follow the study. (IAZ)

TM 870 228

ED 230 896 TM 870 228

O'Brien, Francis J., Jr.

A Derivation of the Unbiased Standard Error of Estimase: The General Case.

Pub Date—87

Note—87

Note—84p.; For earlier monographs in this series, see ED 215 894, ED 216 874, ED 223 429, and ED 235 205.

see ED 215 894, ED 216 874, ED 223 429, and ED 235 205.

Pub Type—Reporta - Research (143) — Guides - Classroom - Learner (051)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—"Error of Measurement, "Estimation (Mathematics), Goodness of Fit, Higher Education, "Mathematical Models, "Predictor Variables, Proof (Mathematics), Fractistical Studies Identifiers—Applied Statistics, Statistical Studies Identifiers—Applied Statistics, Scores

This paper is part of a series of applied statistics monographs intended to provide supplementary reading for applied statistics students. In the present paper, derivations of the unbiased standard error of estimate for both the raw score and standard score linear models are presented. The derivations for raw score linear models are presented in graduated steps of generality for one, two, three, and any finite number of predictors. A brief overview of regression analysis precedes the derivations. Appendices include: (1) errats for a derivation of the sample multiple correlation formula; and (2) a discussion of linear and nonlinear regression models. (LMO)

TM 870 230

Chucko, Harsha E.

An Example of the Use of Canonical Correlation

Analysis.

Analysis.
Pub Date—Nov 86
Note—Ilp.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Pries - MP01/PC01 Plus Postage.
Descriptors—"Correlation, Higher Education, Interest Inventories, "Mathematical Models, "Multivariate Analysis, Predictor Variables, Rating Scales, Statistical Studies, Undergraduate Students, Vocational Interests Identifiers—"Strong Vocational Interest Inventory

Canonical correlation analysis is a multivariate statistical model which facilitates the study of inter-relationships among multiple dependent variables and multiple independent variables. It identifies components of one set of variables that are most highly related linearly to the components of the other set of variables. The underlying logic of canonical correlation analysis involves the derivation of a linear combination of variables from each of the two sets of variables so that correlation between the two sets is maximized. Few research studies that use canonical correlation are reported in the literature because of: (1) prohibitive calculations prior to the use of computers; (2) limited awareness of canonical methods; (3) a multitude of mathematical symbolism used in discussions of the technique in textbooks; and (4) difficulty in interpreting canonical results. Greater use of the technique will be facilitated as computer packages become more readily available and the technique becomes more familiar. An illustration of the technique examines the relationship between the academic comfort and introversion/extraversion scores composite with the composite of the six interest areas of the Strong Vocational Interest Inventory. (LMO)

TM 870 231

Wore, Jane And Others
Interrater Reliability: A Selected and Annotated
Bibliography of Articles Concerning Interrater
Reliability.

Pub Date-[87]

Pub Date—[87]
Note—17p.
Note—17p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Cloze Procedure, Correlation, Essay Tests, "Interrater Reliability, "Mathematical Models, Rating Scales, Test Reliability, Test Validity
This annotated bibliography was developed upon noting a deficiency of information in the literature regarding the training of raters for establishing agreement. The ERIC descriptor, "Interrater Reliability", was used to locate journal articles. Some of the 33 resulting articles focus on mathematical concepts and present formulas for computing interrater reliability, while other articles are study reports and literature reviews. (LMO)

Help Your Child Improve in Test-Taking.
Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date-[87]

(BD), Washington, DC.
Pub Date—[87]
Note—5p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Elementary Secondary Educatios,
Learning Strategies, "Parent Materials, Parent
Teacher Cooperation, Standardized Tests, Study
Skills, Teacher Made Tests, "Test Anxiety, "Test
Coaching, "Test Wiseness
This leafiet describes simple techniques for developing children's ability to do well on tests, as derived from research done through the Office of
Educational Research and Improvement. Suggestions for parents are divided into five sections. (1) Why Test?; (2) Ask the School; (3) Avoid Test Anxiety; (4) Do's and Don'ts; and (5) After the Test.
Check lists offer step-by-step methods for reducing test anxiety, preparing for tests, taking tests, judging achild's progress, and encouraging good study habits. (LMO)

ED 280 900 TM 870 263

ED 280 900 TM 870 263 Prell, Joann M. Prell, Paul A. Improving Test Scores-Teaching Test-Wiseness. A Review of the Literature. Research Bulletin. Literature. Research Bulletin. Phi Delta Kappa, Bloomington, IN. Center on Eval-uation, Development, and Research; Phi Delta Kappa, Bloomington, Ind. Center on Evaluation

and Research.
Pub Date—Nov 86

Note-5p.

Note—5p. Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MP01/PO01 Plus Postage.

Descriptors—Age Differences, Elementary Education, Intelligence Quotient, Literature Reviews, Racial Differences, Sex Differences, Socioeconomic Influences, Standardized Tests, Teacher Made Tests, \*Test Coaching, \*Testing Problems, Test Validity, \*Test Wiseness

The role of testing in American education is be-

coming increasingly important in grouping students for educational purposes. This article reviews practices adopted by educators or administrators to improve student test scores. Stopap measures for improving standardized test scores include (1) switching to easier tests; (2) eliminating certain populations from the testing; (3) use of coaching techniques; and (4) the teaching of test-wiseness. Teaching students how to take tests has several advantages over other methods used to inflate test scores. It requires a minimal amount of time, is relatively inexpensive, and is considered one of the more ethical procedures. The Millman taxonomy effines test-wiseness and breaks it down into two major areas—elements either independent or dependent of the test constructor or purpose. The material discussed in the taxonomy applies to teacher-made-tests and to standardized tests. The principles of test-wiseness can be taught using any of a variety of means: supervised study and lecture, independent or free free first wiseness can be taught using any of a variety of means: supervised study and lecture, independent or hough the mail. Test-wiseness has also been studied in relation to age, sex, [Q, race, and socioeconomic level. The conclusion is made that one of the most important aspects of test-wiseness deals with its relationship to test validity. (LMO)

## UD

ED 280 901 UD 025 111 foving Forward: Next Steps. Second Report of the Governor's Task Force on Adolescent Pres

nancy. New York State Council on Children and Families, New York. Pub Date-Jan 86

New York.
Pub Date—Jan 86
Note—67p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Adolescents, Early Parenthood,
High Schools, Pregnancy, Program Development, Program Implementation, "State Action,
State Aid, State Programs, Welfare Services
Identifiers—New York
This report analyzes problems in New York State
efforts to reduce unwanted adolescent pregnancy
and its associated problems. Following an executive
summary and introduction, the report consists of
five sections. Section 1 details the framework and
background for the Task Force recommendations.
Section 2 provides an overview of current efforts to
address adolescent pregnancy in New York State.
Section 4 presents seven recommendations
and a series of implementation steps. The recommendations are: (1) The State Education Department, and other agencies, should be sure that
students are given a relevant education. (2) Access
to quality, comprehensive, and affordable health
care should be ensured for children and adolescents.
(3) New York State should ensure coordination of
services for pregnant adolescents at the State and
local levels. (4) Programs and policies should ensure
that a continuum of appropriate living arrangements
is available for pregnant and parenting adolescents.
(6) The State should ensure that the promotion of
employment opportunities is an integrated part of
its approach to addressing adolescent pregnancy.
(7) New York State should ensure that the promotion of
employment opportunities is an integrated part of
its approach to addressing adolescent pregnancy.
(7) New York should effectively and comsistently
use the media to address the issue of adolescent
pregnancy and counter negative messages youth
currently receive. Finally, the fifth section outlines
the future agends of the Task Force. (KH)

ED 280 902 UD 025 396 ED 220 902

De Simone, Peter, Ed. Kurz, Julia, Ed.

Welfare Reform in Missouri. A Report of the
Welfare Reform Committee.
Missouri Association for Social Welfare.

Note-85p. Available from vailable from Missouri Association for Social Welfare, 412 Jefferson, Jefferson City, MO 65101 (33.00 contribution).

(\$3.00 contribution).
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Employment Opportunities, Family
Income, Federal Programs, Federal State Relationship, Living Standards, \*Poverty, \*Powerty
Programs, \*State Aid, State Programs, \*Welfare

Identifiers—Aid to Families with Dependent Children, \*Missouri, Reform Efforts
This report outlines findings and recommendations of a committee study of whether the State of Missouri is in need of welfare reform. The major finding is that Missouri's current welfare system is substantially deficient and requires correction of laws, policies, practices, and resource allocation. Three major themes are the following: (1) welfare programs must be nonpunitive in design and implementation; (2) they must provide incentives, not punsiahments, for work; and (3) they must be sufficient to provide essential health and welfare services to families and individuals. The report is divided into three main parts. Part 1 contains an executive summary and presents major recommendations, including expansion of the "safety net" and work opportunities for the poor. Part 2 presents a general overview/review of the Missouri welfare system, and State and national trends in poverty and welfare. It describes a growing poverty rate and focused on the effectiveness of programs such as Aid to Families with Dependent Children, Medicaid, Emergency Assistance, food stamps, commodities programs, the Work Incentive Program, and the Joh Traning Partnership Act. Part 3 includes six papers by members of the Welfare Reform Committee, three of which relate personal experiences of welfare mothers. (KH)

ED 280 903 UD 025 400 Cooney, Margaret Education and Job Training Needs of Hispanic

California State Univ., San Bernardino. School of

Education
Pub Date—[86]
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Acculturation, Career Education, \*Counselor Attitudes, Educational Needs, High Schools, \*High School Students, \*Hispanic Americans, Peer Influence, \*Student Needs
Identifiers—California
A study explored the perceptions of counselors.

"Student Needs
Identifiers—California
A study explored the perceptions of counselors regarding educational and vocational needs of Hispanic students experiencing problems in high school. A sample of 25 secondary school counselors in the San Bernardino-Riverside area of California were interviewed. The counselors most frequently cited these causes for the problems Hispanic students may face: (1) peer pressure; (2) language/learning deficiencies; (3) culture differences; (4) gangs; (5) different social/dating norms; (6) low self-concept; (7) drugs; (8) academic problems, and (9) poor study habits and skills. Nineten (75 percent) of the counselors ranked peer pressure as the primary reason and almost 100 percent ranked language differences and poor study skills as the secondary reason. Also asked about Hispanic students may experience identity confusion due to a lack of positive role models and culture conflicts stemming from differences between the culture at shome and the culture at school. Most of the counselors did not feel that Anglo educators understand hispanic faculty need training in how to effectively teach and counsel Hispanic students. All of the counselors advocated the development of teaching strategies in middle schools to prepare students for a good transition to high school as well as increased counseling, occupational exploration, and career education for Hispanic students. (KH)

ED 280 904

ED 280 904 UD 025 44
"Move-In" Violence: White Resistance to Neighborhood Integration in the 1980's. Special Re-UD 025 401

port.
Southern Poverty Law Center, Montgomery, AL.
Pub Date—5 Feb 87
Note—29p.; Published by the KLANWATCH Project.
Available from—KlanWatch Project, Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36195.
Pub Type—Reports - Descriptive (141)
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Blacks, \*Crime, \*Migration, Minority Groups, \*Neighborhood Integration, \*Racial Blas, Racial Distribution, Racial Relations, Racial Segregation, \*Violence, Whites
Racist violence has followed the migration of minority families to the suburbs as intransigent whites

resort to arson and other violence to preserve racially segregated neighborhoods. A study of this phenomenon of "move-in violence" for the years 1985-86 found it to be a serious, under-reported social problem nationwide. In cases where arrests have been made it has been found that the perpetrators were not members of such groups as the Ku Klux Klan or the neo-Nazis, and evidence suggests that the problem is as acute in the North and West, areas not traditionally associated with violent racism, as in the South. The report describes specific cases in Louisville, Baltimore, Chicago, Philadelphia, Boston, and other cities, and reports that white racist violence has targeted other minorities besides blacks. Nonetheless, the potential for white-on-black, southern violence remains strong, especially in certain southern rural counties. Because it appears that violent racism is being revived, the creation of a nationwide law enforcement reporting system to keep record of hate violence incidents is recommended. The participation of Federal law enforcement agencies in this system is critical, and more State and city police agencies must develop record-keeping procedures. Furthermore, it is recommended that laws against intimidations in which no bodily injuries result (cross-burning, etc.) be upgraded from misdemeanors to felonies. Appended is a list of serious move-in incidents, 1985-86, giving date, place, and nature of incidents. (KH)

ED 280 905 UD 025 402

Lee, Everett And Others
Georgia's Black Population.
Georgia Univ., Athens. Cooperative Extension Ser-

vice.
Pub Date—Dec 86
Note—19p.; Tables contain small print.
Available from—Cooperative Extension Service,
The University of Georgia, Hoke Smith Annex,
Athens, GA 30602 (free).
Journal Cit—Issues Facing Georgia; v2 n6 Dec
1986

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Collected Works -Serials (022)

Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Education, Black Population
Trends, Blacks, Employment Patterns, Family
Income, Housing, Infant Mortality, Political
Power, Racial Distribution, Residential Patterns

Income, Housing, Infant Mortality, Political Power, \*Racial Distribution, Residential Patterns Identifiers—\*Georgia Georgia ranks fifth in the nation in the size of its black population, fourth in percentage of blacks, and fifth in number of black elected officials. The social and economic situation of black Georgians has generally improved over the last 20 years. This report provides statistics and charts which show that: (1) during the 1970s, for the first decade since 1880, the black population grew faster than the white population; (2) the black population is becoming increasingly concentrated in a few counties, mainly around major cities, while most areas are becoming increasingly white; (3) black Georgians are younger than whites and have a higher infant mortality rate; (4) education of blacks still lags behind the national median in the number of years completed; (5) economic improvement has alowed, particularly for blacks in Atlanta; and (6) housing conditions have improved, especially in North Georgia. The consequences of these changes for black political power are briefly discussed. (PS)

ED 280 906 UD 025 4 Webb, Michael B. Technology in the Schools: Serving All Students. Pub Date—86 UD 025 403

Pub Date—86
Note—25p.; Support for this investigation provided
by the New York State Governor's Advisory
Committee for Black Affairs.

Committee for Black Affairs.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Black Students, Computers, "Computer Uses in Education, Educational Equity (Finance), "Educational Technology, Elementary Secondary Education, "Equal Education, Equalization Aid, Instructional Improvement, Instructional Innovation, Minority Groups, Resource Allocation, State Aid Identifiers—Computer Equity, Excellence in Education, "New York.

Despite significant improvements in the acquision and use of learning technologies by schools with large percentages of minority students, data collected by the New York State Education Department indicate that schools serving predominantly

ment indicate that schools serving predominant

economically disadvantaged—do not provide access to technology comparable to that provided by affluent schools. To maximize the benefits of technology in education, the following is necessary: (1) before policy formation and planning, it must be determined what technology would most effectively achieve instructional, management, administrative, and equity goals; (2) poorer districts should receive state funding; (3) state programs for hardware and software aid should be modified to provide flexibility and technical assistance. Further suggestions deal with eliminating bias in software, staff development, developing a center for advanced technology and research activities. The report contains a list of references, and the following: (1) a list of State agencies concerned with educational technology in New York; (2) a copy of the State educational policy concerned with technology and recent initiatives; and (3) information on current legislation concerned with technology and recent initiatives; and (3) information on current legislation concerned with technology and education. (PS)

ED 280 907 UD 025 40 Webb, Michael B. Notes Concerning Dropout Prevention in New York State. Pub Date—Jan 87

Pub Date—Jan 87

Note—18p.
Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Dropout Characteristics, "Dropout Prevention, Educational Planning, "High Risk Students, High School, "High School Students, Minority Groups, Parent Participation, Program Effectiveness, School Business Relationship, School Effectiveness, "State Programs Identifiers—Dropout Prevention Program, "New York"

Identifiers—Dropout Prevention Frogram, "New York
New York State has the fifth highest dropout rate in the United States. Between 1980 and 1984 the dropout rate ranged between 32.8 percent and 34 percent. During the 1980-81 school year alone, over half (53 percent) of black high school students dropped out of school. Several approaches have been tried to decrease numbers of dropouts. This report reviews reasons students drop out and discusses dropout prevention efforts in New York State and their effectiveness. In general, findings show that inadequate planning is one of the main problems hampering program effectiveness. The following suggestions are made for dealing with the dropout problems: (1) ways must be found to involve parents more actively in the education of their children; (2) a long-term or longitudinal study of program effectiveness is required; (3) dropout programs should be considered long-term efforts to improve the quality of schooling; (4) community organizations can deliver many services better than the schools do; (3) state and local agencies must facilitate business and school collaboration; and (6) a learning plan should be developed for each student who is at risk. (PS)

ED 280 908

Murray, Charles Laren, Deborah
According to Age: Longitudinal Profiles of AFDC
Recipients and the Poor by Age Group, Prepared
for the Working Seminar on the Family and
Americans Welfare Policy.
American Enterprise Inst. for Public Policy Research, Washington, D.C.; Marquette Univ., Milwaukee, WI. Inst. for Family Studies.

Spoon Agency—John M. Olin Foundation, Inc., Alton, Ill.
Pub Date—Sep 86
Note—105p.

ton, III.
Pub Date—Sep 86
Note—105p.
Pub Type—Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Dropouts, Early Parenthood, Economically Disadvantaged, Federal Programs,
"Poverty, "Public Policy, Quality of Life, "Unemployment, "Unwed Mothers, "Welfare Recipients, Work Experience
Using findings of the Panel Study of Income Dynamics (PSID), this report discusses how people become poor and why they stay that way. The PSID reveals that the requirements for getting out of poverty in the United States are so minimal that it takes a mutually reinforcing cluster of behaviors to remain in poverty, even for blacks and females. The following activities are enough to ensure permanent escape from poverty: (1) attending public school and completing high school; (2) finding a job and remaining with it; and (3) avoiding out-of-wedlock births. Of all men aged 20 to 64 with a high school education, only .6 percent were in poverty in 1970;

4.7 percent of black male heads of households were in near-poverty by 1980; and 2 percent of all women with high school educations were poor. Though 8.5 percent of black women with high school educations were poor, over 90 percent were not. Current public policies have the following effects: (1) they dissuade young people from acting in a manner leading to prosperity, thus creating a problem of poverty among the elderly in the future; and (2) they prevent the young disabled from leading productive lives. The urgent task of the state is not to get more money into people's hands, but to do what a government can to nourish and protect an environment within which people who have enough money to lead a decent existence are able to do so without fear of crime, drugs, and ineffective schooling for their children. (PS)

UD 025 407

ED 280 909
Lab, David Wolf, Wendy C.
The California Conservation Corps: A Report on Implementation.
Public/Private Ventures, Philadelphia, PA.
Pub Date—Oct 85
Note—99p.; For a related document, see UD 025

409.
Available from—Public/Private Ventures, 399
Market, Philadelphia, PA 19106.
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Conservation (Environment), Group Experience, \*Job Training, Participant Characteristics, Program Costs, Residential Programs, Social Environment, \*Work Experience Programs, \*Young Adults, \*Youth Programs
Identifiers—\*California Conservation Corps, \*Consumer Services

Identifiers—"California Conservation Corps, "Con-sumer Services

The California Conservation Corps (CCC), an amalgam of residential and non-residential centers, was established in 1977. It was designed to accomwas estationated in 1977. It was designed to accom-plish useful work for natural resource agencies and help youth between the ages of 18 and 23 develop a mature work attitude and the ability to function a mature work attitude and the ability to function cooperatively as they live and work together. Based on observations made in 1983 and 1984, this report evaluates the CCC and discusses the following: (1) history; (2) staffing and structure; (3) participants; (4) work program; (5) corpsmember development; (6) daily life; (7) costs; (8) reorganization; and (9) long-term issues. A final chapter discusses research conclusions and lessons that can benefit other corps. The program appears to generate a genuine corps spirit among enrollees and staff alike. Its emphasis on intensive supervision, work accomplishment, non-targeted eligibility, and high quality programming have met the CCC's legislative objectives. (PS)

UD 025 409 ED 280 910

ED 280 910 UD 023 409
Leiderman, Sally Lah, David
The California Conservation Corps: Assessing the
Dollar Value of Its Work.
Public/Private Ventures, Philadelphia, PA.
Pub Date—Oct 85
Note—84p.; For a related document, see UD 025

407.

Available from—Public/Private Ventures, 399
Market Street, Philadelphia, PA 19106.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Proceptors—Computative Services—Consequation

EDBS Price - MP01 Plus Postage. PC Not Available from EDBS.

Descriptors—Community Services, Conservation (Eavironment), "Evaluation Methods, Group Experience," Input Output Analysis, "Job Training," Program Costs, Work Experience Programs, Young Adults, Youth Programs Identifiers—"California Conservation Corps, "Cost Accounting, Environmental Economics The California Conservation Corps (CCC), comprised of both residential and non-residential centers, was established in 1977 to conduct useful conservation work and provide youth between the ages of 18 and 23 with valuable work experience. This report uses data from 1983 and 1984 to assess the value of the work done by the CCC. It contains the following information: (1) a description of the CCC's projects; (2) an explanation of methods used for valuing work, with a discussion of the strengths and weaknesses of each; (3) the results of five different estimates of the value of CCC work, value/costratios, and an interpretation of findings; (4) conclusions and recommendations; and (5) a technical appendix describing the development of the willingness-to-pay estimate, derived from the environmental economics approach to valuing work, with a discussion of that approach. Findings of the

five attempts to value the CCC's work were inconsistent, even when similar approaches were used. Estimates of the value of the CCC's work for the past several years ranged from approximately \$16 million to \$308 million. Value/cost ratios ranged from 0.60 to 7.0. The findings are controversial because: (1) none of the analyses is of the methodological or theoretical quality from which the evaluating agency would ordinarily draw firm conclusions; and (2) findings value the work much higher than that of other similar projects. (PS)

ED 280 911 UD 025 411 ED 250 911
Vega, William A., Ed. Miranda, Manuel R. Ed.
Stress & Hispanic Mental Health: Relating Research to Service Delivery.
National Inst. of Mental Health (DHHS), Rock-

vuile, Md. Report No.—DHHS-ADM-85-1410 Pub Date—85 Contract—85M042067601D

Contract—85M042067601D
Note—301p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (S/N 017-024-01264-5, 37).
Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adjustment (to Environment), Culture Conflict, "Health Services, "Hispanic Americans, "Mental Health, Mexican Americans, "Research Utilization, Social Psychology, Social Support Groups, Stress Management, "Stress Variables
This monograph provides current data on His-

Support Groups, Stress Management, "Stress Variables

Variables

This monograph provides current data on Hispanic stress and its impact on mental health and identifies areas where further research is needed. It consists of 11 chapters by a variety of authors. Chapter 1 presents a critical overview of major issues and concepts in stress modeling and cross-cultural research with Hispanic populations. Chapter 3 cummarizes findings on the prevalence of symptomatology among Hispanics and scrutinizes trends. Chapter 3 discusses the determination of the relative usefulness of the stress buffering and direct effect hypotheses of social support using stress theory to guide analysis. Chapter 4 illustrates the use of multifactorial modeling in identifying factors which predict discrete symptoms and syndromes among immigrant and native-born Mexican-Americans. Chapter 5 examines the differential impact of life events on Mexicans, Mexican-Americans, and Anglos using psychological distress as the outcome measure. Chapter 6 reviews social support theory and methodological issues as they pertain to Hispanic mental health research. Chapter 7 presents a conceptual model for systematically developing studies of Hispanic mental health. Chapter 8 examines the effectiveness of a specific coping style used by Hispanic immigrants in adjusting to a new culture. Chapter 9 examines differences among Mexican-Americans and Anglos in relation to knowledge of and attitudes toward stress. Chapter 10 provides data on child abuse within a Mexican-American population. Chapter 11 presents findings from a comprehensive survey of the life experiences of a group of pregnant Hispanic adolescents. (KH)

UD 025 412 Dropout Prevention in Appalachia: Les Nation.

Nation. Campbell Communications, Inc., Bethesda, MD. Spons Agency—Appalachian Regional Commission, Washington, D.C. Pub Date—Jan 87

sion, Washington, D.C.
Pub Date—Jan 87
Note—Jan 87
Note—Jan 87
Note—Jan B7
Not

it in each school district; and (3) public awareness of the problem and prevention efforts is low. With these and other findings, ARC developed a regional dropout prevention effort which, in its first 18 months, has allotted \$2.5 million to 46 prevention projects. In addition to funds, ARC operates a regional swareness campaign whose objectives are: (1) to increase public awareness and understanding of the incidence of dropping out and its impact on the economic well-being of local communities; (2) to educate the public about the importance of keeping youth in school and in how the public can participate in reducing dropping out; and (3) to promuligate the efficacy of public/private partnerships in supporting dropout reduction efforts. This campaign includes the dissemination of information, resources, and encouragement. An appendix provides details about particular prevention programs. (KH)

UD 025 413 ED 280 913 UD 025 41 The 1984-1985 Dropout Report, OEA Analytic

Pub Date—Feb 86
Note—42p.; For the 1985-86 report, see UD 025
433. Prepared by the Analytic Studies Unit.
Available from—Office of Educational Assessment,
New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
Pub Type—Numerical/Quantitative Data (110)—
Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Dropout Rate, Graduates, High
Schools, \*High School Students, \*School Holding
Power, \*Student Attrition, \*Urban Schools
Identifiers—New York City Board of Education

Schools, \*High School Students, \*School Holding Power, \*Student Attrition, \*Urban Schools Identifiers—New York City Board of Education
This report provides statistics on students discharged as dropouts during the 1984-85 school year.
Annual dropout percentages are presented for individual high schools, for all high schools, and system-wide. In addition, the projected four-year dropout rate is presented for the high schools and for all achools in the system serving students age 14 and over. Dropouts are defined as those students who left school without receiving a diploms, who did not enroll in another educational setting, and who have not been counted as dropouts in previous years. The major finding reported is that, for the first time since the school system began producing annual dropout reports in 1978, there has been a clear decline in the dropout rate. A total of 9.4 percent of the city's 261,000 high school students were first-time dropouts in 1984-85, as were 10.3 percent of the 307,000 students age 14 and over, system-wide. Improvement occurred in every part of the school system, particularly among students making the transition from middle to high school of the school system, particularly among students making the transition from middle to high school. making the transition from middle to high school. Accompanied by an increase in the rate of high school graduates, the decline in the dropout rate indicates that the school system is increasing its holding power. The report includes five statistical tables and four appendices: (1) a description of study procedures; (2) admission and discharge codes; (3) history of dropout accounting in New York City; and (4) data on dropouts and graduates, 1984-85. (KH)

Walton High School: Project BLAST, 1985-1986.

OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—[86]

fice of Educational Assessment.
Pub Date—[86]
Note—46p.; Prepared by the OEA Bilingual Education Evaluation Unit.
Available from—Office of Educational Assessment,
New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Attendance, "Bilingual Education
Programs, Career Awareness, College Preparation, "English (Second Language), High Schooks,
"Limited English Speaking, "Native Language Instruction, Parent Participation, Spanish Speaking,
Urban Education

Urban Education Urban Education
Identifiers—"New York City Board of Education
In 1985-86, Project BLAST (Bilingual Language
Arts Survival Training), in its third and final year of
Innding at Walton High School (Bronx, New York),
achieved an attendance rate of 95 percent. Project
BLAST provided 200 students of limited English
proficiency (LEP) with instruction in: (1) English as
a second language (ESL) and native language arts;
and (2) bilingual instruction in social studies, mathematics, and science. Special features of the program were its career exploration, survival skills, and citizenship training components. The project also developed two new instructional components in 1985-86 a computer lab and an advanced placement native language arts class. Project BLAST's success was attributed to the high quality of teaching, the dedication of the project's staff, the small size of the program, and the effective use of the project's paraprofessionals and the bilingual family associate. Much time was also spent in counseling individual students. This assessment found that Project BLAST achieved its objectives in all areas. The report contains the following information: (1) program description; (2) description of student characteristics; (3) findings regarding English language, native language, content-area and non-instructional objectives; (4) conclusions and recommendations; and (5) appendices which include descriptions of staff characteristics. (PS)

UD 025 416 ED 280 915

NYC Dropout Prevention Program.

Borough of Manhattan Community Coll., New York, N.Y.; New York City Board of Education,

York, N.Y.; New York City Board of Education, N.Y.
Pub Date—[87]
Note—44p.
Available from—Borough of Manhattan Community College, Room S614, 199 Chambers Street, New York, NY 10007.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Poetage.
Descriptors—Attendance, Community Involvement, Dropout Characteristics, \*Dropout Prevention, Economically Disadvantaged, \*High Risk Students, \*High Schools, School Counseling, School Holding Power, \*Urban Schools, Youth Employment Identifiers—"Dropout Prevention Program, New York City's Board of Education
New York City's Dropout Prevention Program (DPP), founded in 1985, has reduced the dropout rate at city schools from 42 percent to 30 percent. This information packet offers an overview of the dropout problem, the philosophy behind the DPP, and information on the steps New York City has taken to provide solutions. The program contains the following components: (1) collaboration with the public and private sector; (3) collaboration with the public and private sector; (4) curriculum enhancement and transitional classes; (5) part-time job development in public and private sector; (7) comprehensive health care and pregnancy prevention; and (8) incentives for effort and achievement. The packet also contains interviews with three DPP students and profiles of three Dropout Prevention Schools. (FS)

ED 280 916 UD 025 417
Programs and Policies That Work: Helping
Schools in the Middle. A Study of Junior High
Schools in New York City.
New York Alliance for the Public Schools, New

Spons Agency—Morgan Guaranty Trust Co., NY. Pub Date—May 86

Note—82p.

Available from—The New York Alliance for the Public Schools, 32 Washington Place, 5th Floor, New York, NY 10003 (\$5).

New York, NY 10003 (\$5).
Pub Type— Reports - Descriptive (141)
EDRS Pice - MP01/PO4 Plus Postage.
Descriptors—Academic Achievement, \*Attendance, Institutional Mission, \*Instructional Leadership, \*Junior High Schools, \*Principals, Program Development, Public Opinion, \*Reading Improvement, School Administration, Staff Development Identifiers—Excellence in Education, \*New York City Board of Education
During the fall of 1985, the New York Alliance for the Public Schools, in cooperation with the New York City Board of Education, sponsored this study of 14 New York City public junior high schools which had shown significant improvement in reading and attendance over a five-year period which had shown significant improvement in read-ing and attendance over a five-year period (1980-85). The goal of the study was to identify changes in school organization, climate, curriculum, evaluation and administration which had contrib-uted to this improvement. The study focused on the principal, since research has shown that the princi-pal makes a great difference in the strength of the school's programs; the ability of staff to muster resources; and the impact of the climate, instruction and incentive system on pupil achievement. The research team identified the following five sets of activities, which principals at these schools were engaged in and which promoted academic achievement: (1) creating a working concept of the school as an institution, within which they exert leadership and improve access to external resources; (2) building an appropriate school program with focus, structure, and curriculum; (3) "selling" the school, often "magnetizing" it to draw good students and staff; (4) building and improving the teaching force and support staff; and (5) arranging the school as a system which builds expectations, consequences and rewards for achievement. A major purpose of the study was to provide material for a series of workshops to assist in school inprovement efforts. A pilot workshop focusing on dropout prevention was held on May 13, 1986, at Fordham University. A summary and evaluation of the workshop are included. (PS)

ED 280 917 UD 025 41 Project TRAIN, 1985-1986, OEA Evaluation Re-UD 025 419

port.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[86]

Grant—G008402152

Crant—G008402152
Note—27p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit. For the 1984-1985 report, see ED 272 608.

Available from—Office and according to the control of t

Note—27p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit. For the 1984-1985 report, see ED 272 608.

Available from—Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PCU2 Plas Postage.

Descriptors—"Adult Education, Asian Americans, Bilingual Education, "English (Second Language), Haitians, High Schools, Limited English Speaking, "Parents, "Program Effectiveness, "Second Language Programs dentifiers—New York City Board of Education New York City Project TRAIN offers parents of high school students of limited English proficiency (LEP) an opportunity to improve their English-Isanuage skills. The targeted language groups are Spanish, Haitian Creole (the largest group), Khmer, Korean, and Chinese. Classes are offered at four sites around the city. In 1985-86, the second year of the program, English as a second language (ESL) classes were offered at there sites. The project served a total of 334 participants, most of whom improved significantly in ESL. Proposed activities were not implemented uniformly at all sites. More coordination is needed and these specific recommendations are offered: (1) the proposal should be revised to broaden the target population; (2) participants should be acreemed to determine if they meet minimal eligibility criteria for entry; (3) evaluation objectives that require the abulation of high school grades and attendance should be deleted; (4) the Vanderveer Community Catholic Center should be monitored to assure more consistent service at this site; and (5) record-keeping and data collection should be adequately performed. (KH)

ED 280 918 LID 025 420 Project PROBE, 1985-1986. OEA Evaluation Re-

port.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[86]

Grant—G008202293

Note—33p.; Prepared by the O.E.A. Bilingual Edu-cation Evaluation Unit. For 1984-1985 report, see

ED 272 603.

Available from—Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MP01/P02 Plus Postage.

Descriptors—Attendance, 'Billingual Education Programs, Career Awareness, Chinese, Computer Literacy, English (Second Language), 'High Schools, 'Native Language Instruction, Parent Participation, Program Effectiveness, Spanish Speaking

Speaking dentifiers—New York City Board of Education In its second year of operation, Project PROBE

(Professions Oriented Bilingual Education) experienced difficulty in meeting some of its instructional objectives. The project had sought to provide instructional and supportive services to 200 Spanish-speaking students from Latin America at Louis D. Brandeis High School (Manhattan, New York) and to 100 Vietnamset-born, Chinese-speaking students at Sheepshead Bay High School (Brooklyn, New York). PROBE's goal was to increase career awareness among students of limited English proficiency (LEP) through English as a second language (SSL) and native language arts instruction and through bilingual instruction in content-area subjects. This assessment reports the following findings: (1) students were successful in achieving the proposed English-language achievement objectives; (2) objective mastery in native language arts in Chinese and Spanish could not be assessed as proposed; (3) the project could not achieve its content-area passing rate objective; (4) the attendance rate of project students was significantly higher than the schoolwide rate; (3) the career awareness component was not being implemented at either site; (6) staff development and curriculum development activities were few; and (7) parental involvement in school functions could not be assessed because of missing data. (PS)

ED 280 919 UD 025 42 Project CLIMB, 1985-1986, OEA Evaluation Re-UD 025 421

port. New York City Board of Education, Brooklyn. Of-

Project CLIMB, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[86]
Grant—G008525202

Note—37p; Prepared by the O.E.A. Billingual Education Evaluation Unit.

Available from—Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF91/PC02 Plus Pestage.

Descriptors—Asian Americans, 'Billin' isl Education, Cambodians, Curriculum Devel., genent, English (Second Language), High Schools, \*Limited English Speaking, \*Program Effectiveness, Program Implementation, Programs, Staff Development, Vietnamese People Identifiers—New York City Board of Education In 1985-86, Project CLIMB was in its first year of funding at two high schools in the Bronx, New York. The program provided instructional and supportive services to 188 students of limited English proficiency (LEP) in grades 9-12. The students were recent immigrants from Cambodia and Vietnam, and all spoke their native language at Bone. The goal of Project CLIMB is to increase students' proficiency in English through English as a second language (ESL) instruction and instruction in mathematics, science, and social studies in an ESL formst. The project provided four Apple personal computers to facilitate individualized instruction, but for security ressons the computers remained unused. Supportive services for program students consisted of academic, personal, and vocational counseling; contact with families; and referrals to outside services. Staff and curriculum development activities were also conducted. Program students at one school did much better on end-of-year achievement tests than students at the other school; school climate is thought to have had a strong effect. None-tiess, program students at woment tests than students at the other school; school climate is thought to have had a strong effect. None-tiess, program students at wom

UD 025 422 Chapter 1/P.S.E.N. Remedial Reading and Math, 1984-85. OEA Evaluation Report. New York City Board of Education, Brooklyn. Of-fice of Educational Assessment.

fice of Educational Assessment.
Pub Date—Nov 86
Note—45p.; Prepared by the O.E.A. Special Education Evaluation Unit.
Available from—Office of Educational Assessment,
New York City Board of Education, 110 Livingston St., Brooklyn, Ny 11201.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingual Education Programs, Elementary Secondary Education, "Individual Instruction, "Mathematics Instruction, Program Effectiveness, "Program Implementation," Read-

ing Instruction, "Remedial Programs, Special Education, Staff Development, Urban Education Identifiers—"New York (New York)
The 1984-85 Individualized Reading and Math Services Program in New York City provided sup-plementary remedial reading and mathematics instruction to eligible students in public and non-public schools. Students received individualized instruction from a remediation team consisting of a program teacher and a special education class-room teacher. The remedial team used a holistic, meaning-centered approach to reading, while math instruction stressed word problems and practical skills. The program served a total of 13,175 students in 225 community, special, and non-public schools. An evaluation of the program's implementation and outcome indicated that the program was satisfactorily implemented and effectively promoted student achievement gains in reading and math. A total of 241 students were in bilingual classes. Of these, 103 received remedial reading instruction in Spanish. Achievement test results indicate that program objectives for bilingual program students were not met in reading, but they were met in math. Recommendations for the future include: (1) lower program eligibility age from 9 to 7; (2) strengthen the assessment process for low functioning readers; (3) eliminate or simplify the use of daily prescriptive logs in order to make more time available for instruction; (4) acquire more instructional materials; and (5) provide additional staff development and parent involvement activities. (KH)

ED 280 921 UD 025 42 St. Louis Metropolitan Voluntary Desegregation Transportation Program: Policy and Procedure Manual. UD 025 423 Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Pub Date—Aug 86 Note—37p.

Education, Jefferson City.
Pub Data—Aug 86
Note—379. Guides - General (050)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Board of Education Policy, Busing, "Desegregation Plans, Elementary Secondary Education, "Racially Balanced Schools, "School Desegregation, Urban Schools Identifiers—Missouri (Saint Louis)
The policies and procedures described in this manual were developed to implement court-ordered desegregation transportation service for the interdistrict transfer plan. For the most part, these policies and procedures have been in effect since the beginning of the 1982-83 school year. The State Board of Education has acknowledged these policies but not formally adopted them to allow some flexibility in their administration. The Department of Elementary and Secondary Education will work cooperatively with the Voluntary Interdistrict Coordinating Committee and participating districts to provide effective, efficient, and safe transportation within the framework of the Settlement Agreement. The manual covers general provisions as well as provisions for starting, changing, and stopping transportation service, liness during the school day, part-time and ancillary transportation, activity transportation, student discipline, weather and emergacey procedures, and accidents. Eleven forms for implementing the transportation program are appended. (LHW)

ED 280 922

ED 280 922

UD 025 427

Zafirau, S. Jam Some Managem

Zaffres, S. James
Some Management Uses of the Parity Concept and
Definition.
Pub Date—6 Mar 87
Note—68p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Evaluative (142)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Academic Achievement, \*Black Students, Elementary Secondary Education, Equal
Education, \*Reading Comprehension, Reading
Testa, \*School Effectiveneas, \*Scores
Identifiers—\*Cleveland Public Schools OH
This paper examines the reading scores at Cleveland City elementary and secondary schools in
1985-86 to determine whether parity of black and
white students achieving at or above the 33rd
percentile on a reading comprehension test is substantially the same as for white students. In addition, the paper applies the parity concept to each
school to determine net reading comprehension
achievement results on a school-by-school basis;

thus, the concept is shown to be useful as a management application tool. The latter application is accomplished by analyzing only those students who, from the beginning to the end of the school year, moved across the reading comprehension cut score of 33rd percentile, either in a positive or negative direction. Results of these analyses are summarized in statistical tables, many of which are included within an appendix which constitutes the greater part of the document. (KH)

UD 025 428 imon-McWilliams, Ethel, Comp. Green, Karen Reed, Ed.

Reed, Ed.
Glimpses into Pacific Lives: Some Outstanding
Women (Revised).
Northwest Regional Educational Lab., Portland,

Oreg. Spons Agency—Department of Education, Washington, DC.
Pub Date—Feb 87
Grant—008401776; 008401784
Grant—008401776; 008401784

Grans—008401776; 008401784
Note—175p.; For previous edition, see ED 270 542.
Pub Type— Reports - General (140) — Historical Materials (060)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—"Achievement, "Community Leaders, Elementary Secondary Education, "Females, Foreign Countries, "Minority Groups, Role Mod-

cis Identifiers—American Samoa, Federated States of Micronesia, Guam, Hawaii, Marshall Islands, Northern Mariana Islands, \*Pacific Islands, Palau

Northern Mariana Islands, \*Pacific Islands, Palau (Belau)
This booklet provides brief biographies of women who have made outstanding contributions to the social and economic development of these Pacific islands: American Samoa, the Republic of Belau, the Federated States of Micronesis, Guam, Hawaii, the Marshall islands, and the Northern Mariana Islands. The 66 women profiled include educators, health care providers, political leaders and government officials, lawyers, scientists, and social workers. (KH) ers. (KH)

UD 025 429 esource Guide A Multicultural Early Childhood Res (Revised). ED 280 924

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations. Pub Date—Jan 87

Pub Date—Jan 87

Note—48p; Photographs may not reproduce clearly. For previous edition, see ED 238 512.

Available from—New York State Education Dept., Division of Civil Rights and Intercultural Relations, Room 471 EBA-Washington Ave., Albany,

uons, Koom 471 BBA-Wassington Ave., Albany, NY 12234 (free). Pub Type—Guides - Non-Classroom (055) — Ref-erence Materials (130) EDRS Price - MF01 Plus Postage. PC Not Avail-

erence Materials (130)
EDBS Price - MF01 Plus Postage. PC Not Available from EDBS.
Descriptors—Classroom Environment, "Cultural Activities, "Cultural Pluralism, "Early Childhood Education, Evaluation Methods, "Learning Activities, "Multicultural Education, Nonverbal Communication, Parent Participation, Self Concept, Student Characteristics
This revised guide provides a resource of ideas and activities to help introduce the young child to multicultural education. While the chief aim of the guide is to provide teaching strategies, it is also designed to give teachers, who are not experts in this field, certain basic information and update their awareness of current developments in the area of early childhood education. The guide offers ideas that explore such concepts as self-esteem, similarities and differences, and cultural pluralism. The main areas of concentration include: (1) multicultural ism in children; (2) preparing early childhood educators; (3) educational practices and materials; (4) parental involvement; and (5) multicultural activities. Selected references, sources of additional published materials, and information resources are included at the end of the guide. (FS)

ED 280 925

Black History Month: A Reflection and Recognition of the African American Family (Revised).

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

Pub Date—Jan 86

Note—59p.; For previous edition, see ED 255 592.

Available from—New York State Education Dept., Division of Civil Rights and Intercultural Relations.

Room 471 EBA-Washington Ave., Albany, NY 12234 (free).

Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Bibliographies (131)
EDBS Price - MP01 Plus Postage. PC Not Available from EDBS.

Descriptors—Black Achievement, \*Black History, \*Black Influences, Elementary Secondary Education, Instructional Materials, Learning Black History Month in elementary and secondary schools are compiled in this booklet. Background information, instructional activities, and resources for classroom use are included for all disciplines. The materials are designed to reflect the relationship between past and present events in African and African American history. Following a foreword, instructor's guide, and chronology of notable African Americans, the booklet is divided into seven sections containing materials on, respectively: General Achievements, Business, Religion, Politics, Music, Math/Science, and Education. Each section consists of four components: (1) an overview (for use as handouts or in-class reading for students; (2) a statement of objectives (to be used by teachers as goals for each unit of instruction); (3) a list of "Facts You Should Know" which provide a chronological perspective of the achievements in African Americans; and (4) instructional activities which may be assigned to students scross subject areas. Also, supplemental resources are provided under the headings of Places to Visit, Resources and Magazines, Periodicals, and Newspapers. (KH)

UD 025 431

ED 280 926

McKinney, Scott Schnare, Ann B.

Trends in Residential Segregation by Race: 1960-1980.

Urban Inst., Washington, D.C.

Spons Agency—Illinois Univ., Urbana. Office of Real Estate Research.

Pub Date—Oct 86

Note-49p. Available from-

Real Estate Research.
Pub Date—Oct 36
Note—49p.
Available from—The Urban Institute, 2100 M St.,
N.W., Washington, D.C. 20037 (36).
Pub Type—Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF01 Plas Poetage. PC Not Available from EDRS.
Descriptors—Change Agents, Community Change,
Housing Opportunities, Human Geography,
"Metropolitan Areas, "Neighborhoods, "Place of
Residence, "Racial Distribution, "Racial Integration, "Residential Patterns, Tread Analysis
Residential segregation by race was lower in 1980
than it was in 1970, although there was almost no
improvement in integration during the preceding decade. Furthermore, it was lower in 1980 than
it was in 1960 for the nation as a whole, and for each
of the census regions. Thus while housing markets
remain highly segregated today, barriers to integration appear to be slowly breaking down. This study
of trends in residential segregation in the 1970s used
tract data obtained from the 1960, 1970, and 1980
Census of Population and Housing on standard metropolitan statistical areas (SMSA) in 11 states. It
measured exposure to members of another racial
group. Results indicate that a redistribution of the
White population toward more integrated neighborhoods gathered steam in the 1970s and a significant
proportion of the Black population shifted away
from established ghetto areas, where exposure to
Whites was relatively low, into middlepuer-income areas, where exposure rates were relatively high. The segregation of Blacks and Mhites
(including Hispanics) is somewhat higher in metropolitan areas with a large Hispanic population, but
the segregation of Blacks and Anglo Whites
(including Hispanics) is somewhat higher in metropolitan areas with a large Hispanic population, but
the segregation of Blacks and Anglo Whites
(including Hispanics) is somewhat higher in metropolitan areas with a large Hispanic population, but
the segregation of Blacks and Anglo Whites
(including Hispanics) is somewhat higher in metropolitan areas with

ED 280 927 UD 025 432

ED 280 927

Mordkowitz, Elliott R. Ginsburg, Herbert P.
Early Academic Socialization of Successful
Asias-American College Students.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 86
Note—20p.; Portions of this paper were presented
at the Annual Meeting of the American Educational Research Association (San Francisco, CA,
April 16-20, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, Accelera-

tion (Education), "Asian Americans, Child Rearing, "Educational Attitudes, "Family Characteristics, Higher Education, "Parent Influence," Parent Student Relationship, Recreational Activities, Secondary Education, Student Educational Objectives, Values Identifiers—Mathematical Aptitude
This study of the home background of successful Asian-Americans found that specific aspects of home socialization can exert a positive effect on school adjustment and achievement. The study consisted of 90-minute structured interviews conducted with 15 Asian-Americans students (Harvard undergraduates or secondary school summer students—roughly equal numbers of Chinese, Japanese and Korean youth). Their families were found to motivate achievement by: (1) shaping very positive attitudes to learning. (2) underscoring the importance of the child's education by the parents willingness to further that education by working harder to provide tutoring, moving into better school districts, etc.; (3) indicating high achievement expectations for the child and encouraging enseverance; (4) strictly controlling homework and recreational time; (5) providing accelerated exposure to the basic school curriculum prior to and outside of school; (5) encouraging children to deal with conflicts in a non-confrontational manner that encouraged self-control and increased concentration on academic work; and (6) excusing the child from daily household chores and economic contributions to the family unless doing so was essential. A de-emphasis on verbal activity was also found. The findings lend support to two theoretical trends in explanations of school achievement: the helplessness hypothesis and the home influence hypothesis. A list of references is included. (PS)

ED 280 928 UD 025 433 The 1985-1986 Dropout Report. OEA Analytic

ED 280 928

The 1985-1986 Dropout Report. OEA Analytic Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—Jan 87

Note—53p.; For the 1984-1985 report, see UD 025
413. Prepared by the Analytic Studies Unit.

Available from—Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

Pub Type—Numerical Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—"Dropout Rate, Graduates, High Schools, \*High School Students, \*School Holding Power, \*Suduent Attrition, \*Urban Schools Identifiers—New York City Board of Education

This report provides and analyzes statistics on students discharged as dropouts from New York City schools during 1985-86. Annual dropout percentages are presented for individual high schools, for all high schools, and system-wide. In addition, the projected four-year dropout rate is presented for the high schools and for all schools in the system serving students age 14 and over. Dropouts are defined as those students who left school without receiving a diploma, who did not enroll in another educational setting, and who have not been counted as dropouts in previous years. For the second year in a row, there has been a clear decline in the dropout rate. A total of 7.9 percent of the city's 261,000 high school students were first-time dropouts in 1985-86, as were 8.8 percent of the 305,000 students age 14 and over, system-wide. The continued decline in the dropout rate indicates that the school system is achieving success at improving holding power. The report includes six statistical tables and the following six appendices: (1) a description of study procedures; (2) admission and discharge codes; (3) history of dropout accounting in New York City; (4) data on dropout sare days and residues. (2) admission and discharge codes; (3) history of dropout accounting in New York City; (4) data on dropout sare days and residues. (2) admission and discharge codes; (3)

ED 280 929

The Billagual Program Resource and Training Center 1985-1986, OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[86]

Grant—G00-820-2991

Value—411: Prepared by the O.E.A. Billingual Edu-

Grant—G0Ö-\$20-2991
Note—41p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
Available from—Office of Educational Assessment,

New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
Pub Type—Reports - Evaluative (142)
EDRS Pries - MF01/PCO2 Plus Postage.
Descriptors—Billingual Education Programs, \*Career Counseling, English Instruction, \*High Risk Students, \*High School Equivalency Programs, Immigrants, \*Limited English Speaking, Native Language Instruction, Remedial Instruction, Urban Education, \*Young Adults Identifiers—New York (New York)
The Billingual Program Resource and Training Center, in its first year of a new three-year funding cycle, provided instruction in English as a second language (ESL), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students of limited English proficiency (LEP) at 16 sites in New York City. In 1985-86, the program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. The objectives of the program were to enable LEP students to develop their English proficiency and content-area skills enough to pass the high school equivalency examination (GED), and to expose students to job opportunities. This evaluation of the program includes information on the following: (1) student characteristics; (2) program organization; (3) instructional program; (2) program organization; (3) instructional program; (4) for student achievement Analysis of student achievement Test; that all ethnic groups demonstrated statistically significant gains on the Metropolitan Achievement Test; and that \$7 percent of the students who took the GED exam obtained the diploma, thus meeting the program objectives. Recommendations for program improvements are included. (PS)

ED 280 930 UD 025 454

LEAD 3-50 LED 025 454 Lederman, Nancy M. And Others Governing the New York City Schools: Roles and Relationships in the Decentralized System. Public Education Association, New York, N.Y. Spons Agency—Rockefeller Foundation, New York, N.Y. Pub Date. 25 Feb 22

York, N.Y.
Pub Date—25 Feb 87
Note—13p; Report of the Board of Trustees of the
Public Education Association.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—\*Boards of Education, Community
Control, \*Decentralization, Educational Administration, Educational Quality, Elementary Secondary Education, School Community
Relationship, \*School District Reorganization,
Urban Schools

Lapstifers—\*New York City Board of Education

Relationship, "School District Reorganization, Urban Schools District Reorganization, Urban Schools District Reorganization, Urban Schools District Reorganization, In 1969, the New York City school decentralization law divided the city school system into 31 (lartiflers—"New York City school system into 31 (lartiflership less than the commendations of a large-scale evaluation of the governance of New York City schools in the governance schools under their jurisdiction; (2) community school boards should be enabled to perform to the full extent of the roles envisioned by law in the management of schools under their jurisdiction; (2) community board accountability and effectiveness should be fostered through consistent oversight by central authorities and community board election reform; (3) the centrally-run instructional programs (such as certain high schools and special education programs) must be revitalized by vesting responsibilities for the high school in representative governance units independent of the city board and chancellor and decentralizing special education programs; (4) the governance structure should foster broader community and parent participation at all levels of the school system; (5) the primary responsibilities of the chancellor and city board should be redefined; and (6) to ensure that reforms are carried out, an independent, overseeing commission should be established. Concluding the report are separate statements by several members of the Public Education, a list of indireport are separate statements by several members of the Public Education Association, a list of individuals interviewed by the researchers, and a selected bibliography. (KH)

ED 280 931 UD 025 458 District Facilitator Project, E.C.L.A. Chapter 2, Final Evaluation Report, 1985-1986. District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Aug 86 Note—36p.; For the 1982-83 report, see ED 241 630.

Pub Date—Aug 86
Note—36p.; For the 1982-83 report, see ED 241
630.
Pub Type— Reports - Evaluative (142)
EDRS Price - MFUL/PCU2 Plus Pestage.
Descriptors—\*Coordination, Elementary Secondary Education, Mathematics Instruction, \*Program Effectiveness, Program Evaluation, \*Program Implementation, Special Education, \*Special Programs, Teacher Education, Education, \*Special Programs, Teacher Education, Urban Schools
Identifiers—\*District Facilitator Project DC, National Diffusion Network
The District Facilitator Project (DFP) assists local schools to improve their programs by linking them with exemplary projects in other school districts around the country. DFP provides coordination, technical assistance, and other services to aid implementation in the new location. The following objectives were stated for the programs (1) a majority of teachers trained in the National Diffusion Network (NDN) Micro Math program and a majority of teachers trained in NDN's Diagnostic Prescriptive Arithmetic (DPA) program will implement the programs during the 1983-86 school year; and (2) students in these programs will demonstrated increased mathematics achievement through test scores. The percentile rank of Micro Math students and fourth grade DPA students remained above the national norm, although only seventh- and eighth-grade Micro Math students increased their percentile ranks from 1985 to 1986. Only one-third of teachers trained in Micro Math and two-thirds of those trained in DPA implemented the programs. The following recommendations are made: (1) training and participation of teachers in special programs should be considered before changing their position, grade level, or school; and (2) teachers committed to implementing a program should be selected to receive training in the program. Lebet 40th Edit School Control of teachers trained in the program. Lebet 40th Edit School Control of teachers trained in the program. Lebet 40th Edit School Control of teachers trained in participation of teachers in special program should be co

ED 230 932

Emergency Jobs Act of 1983; Funds Spent Slowly, Few Jobs Created, GAO Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources, Committee on Labor and Human Resources, Committee on Labor and Human Resources, Committee on Human Resources, Report No.—GAO-HRD-87-1
Pub Date—Dec 56
Note—137p.; Appended questionnaires contain small print.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, extra copies \$2.00 ex, 25% discount on 100 or more).

Pub Type—Reports - Research (143) — Testa/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—"Employment, "Employment Opportunities, "Employment Programs, Federal Government, "Federal Programs, Job Development, Powerty, Unemployment Identifiers—"Emergency Jobs Appropriations Act 1983, "Recession Between July 1981 and November 1982, the ED 280 932 UD 025 459

erment, \*Federal Programs, Job Development, Poverty, Unempioyment
Identifiers—\*Emergency Jobs Appropriations Act
1983.\*\*Recession
Between July 1981 and November 1982, the
United States experienced the worst economic recession of the post-World War II period. In response, Congress in March 1983 enacted the
Emergency Jobs Appropriations Act, whose objectives were: (1) to provide productive employment
for jobless Americans; (2) to hasten or initiate federal projects and construction of lasting value; and
(3) to provide humanitarian assistance to the indigent. The study detailed in this report reviewed all
available data on the implementation of the Act
from its enactment through June 1985. Methods
included a review of funded projects in six geographical areas of the United States and a questionmaire survey of a random sample of projects from 10
of the 77 programs funded under the Act. It was
found that, while the act was implemented quickly,
it was neither effective nor timely in relieving the
high unemployment caused by the recession. Funds
were spent slowly and few jobs were created when
most needed in the economy. The unemployed did
not benefit directly and efforts to provide jobs for
the unemployed were varied. Benefits other than
employment were provided with the funds spent. It
is concluded that a job creation program designed to
alleviate unemployment effects of a recession is
most effective under the following circumstances:
(1) legislation is enacted as soon as possible after the
recession is identified; (2) funds are spent quickly

and people are hired when the economy needs new jobs the most; and (3) funds are spent before the economy recovers. Extensive appendices include statistical data on characteristics and expenditures for the 77 funded programs, explanations of meth-odology, and the study questionnaires. (LHW)

ED 280 933 UD 025 466.

Job Training Partnership Amendments of 1986.

Report-Together with Additional Views to Accumany H.R. 5185, Including Cost Estimate of the Congressional Budget Office-from the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Sension, August 6, 1986.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-Re-99-754

Pub Date—6 Aug 86

Note.—249.

Pub Date—6 Aug 86
Note—24p.
Pub Type— Legal/Legislative/Regulatory Materials (990)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Economically Disadvantaged, Employment, \*\*Employment Opportunities, \*\*Employment Programs, \*\*Farmers, \*\*Pederal Government, Federal Programs, \*\*Job Development, Summer Programs, \*\*Youth Employment, Youth Programs
leantifiers—Congress 99th, Job Training Partnership Act 1932, \*\*Job Training Partnership Amendments 1986

ship Act 1982, "Job Training Partnership Amendments 1986
The amendments to the Job Training Partnership Act refine the existing statute without disrupting basic program operations. The major provisions make adjustments in the following areas: (1) definition of economically disadvantaged; (2) designation of service delivery area; (3) the Literacy and Dropout Prevention Program; (4) protection for the states against funding changes based on yearly fluctuations in the employment rate; (5) summer youth remediation; (6) use of six percent funds for technical assistance and post-program data collection; (7) dates of summer youth programs; (8) prohibition of matching on discretionary Title III grants; (9) identification of dislocated workers especially farmer; (10) taxation of Job Corps operations; and (11) labor market information. (LHW)

Martinez, Ruben
Minority Youth Dropouts: Personal, Social, and
Institutional Reasons for Leaving School.
Colorado Univ., Colorado Springs. Center for Community Development & Design.
Pub Date—86
Note—48

Pub Date—86
Note—48p.
Pub Type— Reports - Research (143)
EDRS Price - MFBI/PCR2 Plus Postage.
Descriptors—\*Dropout Attitudes, \*Dropout Characteristica, Dropout Prevention, Dropout Research, \*Dropouts, \*Minority Groups, Out of School Youth, Secondary Education, \*Student School Relationship Identifiers—\*Colorado (Colorado Springs)
A study of minority youth dropouts in the Pikes Peak region identified the following traits that characterize this group in contrast to their dominant group counterparts: (1) lower socioeconomic status; (2) parents with lower level of educational achievement; (3) parents' greater emphasis on the imporment; (3) parents' greater emphasis on the imporgroup counterparts: (1) lower socioeconomic status; (2) parents with lower level of educational achievement; (3) parents' greater emphasis on the importance of education; (4) slightly larger families; (5) less geographic mobility; (6) lower grade averages before leaving school; (7) lower levels of perceived intelligence; (8) more likely to have siblings who dropped out previously; (9) fewer positive relations with teachers and school officials; (10) more truancy while in school; (11) more suspensions while in school; and (12) more encouragement by a school official to drop out. The principle reasons given by minorities for dropping out are as follow: (1) problems with school officials; (2) negative attitudes of teachers; and (3) boredom at school. Study subjects provide the following suggestions to prevent others from dropping out: (1) improve communication between school officials and students; (2) improve or get better teachers: and (3) make courses more interesting. Over 80 percent of each group of dropout surveyed reported that they would stay in school if they had it to do over again. This report includes recommendations for school board members, school administrators, and community members. (LHW)

UD 025 462 ipal Assistance Corporation/Vocational Im-ement Program, Computer Education Pro-

gram Evaluation Report, 1985-86. End of Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Jan 87
Note—27p.; Prepared by the O.E.A. Instructional Support Evaluation Unit.
Available from—Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
Pub Tyme. Reports a Evaluative (142)

ston St., Brooklyn, NY 11201.
Pub Type-Reports - Evaluative (142)
EDRS Price - MP91/PC02 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
Computer Software, \*Computer Uses in Education, \*Educational Technology, High Schools, Individualized Instruction, Instructional
Innovation, Multimedia Instruction, \*Program
Evaluation, Staff Development, Urban Education
Identifiers—\*New York (New York)
The Computer Education Program, funded by the

Evaluation, Staff Development, Urban Education Identifiers—New York (New York)
The Computer Education Program, funded by the Municipal Assistance Corporation/Vocational Improvement Program (MaC/VIP), assists New York City high schools in promoting computer education and integrating the use of computers in subject area instruction. Project goals include providing assistance in the evaluation, purchase, and installation of computer hardware, review and selection of instructional software, development and dissemination of related curriculum materials, and staff development support. This evaluation of the MAC/VIP Program during the 1985-85 school year was based on questionnaire responses from a sample of school administrators, computer coordinators, and teachers using the labs. Findings included the following: (1) most of the computers were installed and in use by October 1985; (2) administrators were generally satisfied with their hardware choices; (3) responsibilities of computer coordinators were wide-ranging and exceeded the officially allocated time; (4) computer labs were used for a majority of teachers reported receiving some in-school assistance; and (6) large proportions of respondents believed in the value of computers in education. A list of recommendations is included. (PS)

ED 280 936 UD 025 463 Chapter 1 as an Educational Resource in South Carolina. South Carolina State Dept. of Education, Columbia.

Office of Federal Programs.

Pub Date—Jun 86

Note—27p.; Photographs will not reproduce

clearly.

Note—27p.; Photographs will not reproduce clearly.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF91/PC02 Plas Postage.

Descriptors—Basic Skills, "Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, Mathematics Instruction, "Program Effectiveness, Program Evaluation, Reading Instruction, Special Education, Special Programs Identifiers—Education Consolidation Improvement Act Chapter 1, "Elementary Secondary Education Act Title 1, "South Carollina This report presents a summary of South Carollina's utilization of Title 1/Chapter 1 funds as an educational resource for educationally deprived children from 1981 through 1985. It also identifies those projects exhibiting the greatest gains in student achievement during 1985. During the following areas: (1) state allocation of funds; (2) number of students participating; and (3) personnel employed to serve Title I/Chapter 1 students. More students participated in reading activities than any other instructional activity, with heavy emphasis also on mathematics, a reflection of the state's continuing emphasis on the improvement of basic skills. The report briefly describes 14 Chapter 1 projects which exhibited significant gains at all grade levels served. (LHW)

ED 280 937

ED 280 937

Black Initiative and Governmental Responsibility.

A Policy Framework for Racial Justice.

Joint Center for Political Studies, Washington, D.C.

Report No.—ISBN-0-941410-61-7

Pub Date—87

Note—28p; Introduction by John Hope Franklin and Eleanor Holmes Norton.

Available from—Joint Center for Political Studies, 1301 Pennsylvania Ave., N.W., Suite 400, Washington, DC 20004.

Pub Type—Opinion Papers (120) UD 025 464

Pub Type— Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Black Community, Black Culture, Black Power, Blacks, "Change Strategies, "Government Role, Poverty, "Racial Discrimination, "Racial Relations, "Social Change, Social Values Pervasive and persistent poverty has eroded but not destroyed the strong, deep, value framework that for so long sustained black people. These values—among them, family, education, and hard work—are so deeply held for the people. These values—among them, family, education, and hard work—are so deeply held that they remain and can be explicitly tapped today. The black value system, together with the variety of historic and existing self-initiated activities for self-help and advancement can be the basis for a newly energized and expanded effort from within the black community to tackle a new variety of problems. But the disparies would never have arisen at all if official and societal discrimination had not denied blacks earlier access to equality and to opportunity. They can be eradicated only if the government comes to the assistance of a community in crisis. (AA)

ED 280 938

Schools That Work: Educating Disadvantaged Children. What Works [Series].

Department of Education, Washington, DC. Pub Date—87

Note—90p.; Introduction by William J. Bennett, UD 025 588

Secretary of Education. For other documents in the "What Works" series, see ED 263 299 and ED 270 715. Available from-Schools That Work, Pueblo, CO

81009 (free). 81009 (tree).

Pub Type— Reports - Evaluative (142) — Informa-tion Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Involvement, Compensatory Education, Possadvantaged, Educational Attainment, "Educational Improvement, Elementary Secondary Education, Government School Relationship, Minority Group Children, Models, Parent Participation, "Poverty, Values Education Identifiers—"Excellence in Education An ever-expanding body of social science of the communication of the property of the control of

Identifiers—"Excellence in Education
An ever-expanding body of social science research indicates that school is the single best avenue
out of poverty, and educational achievement is now
the most accurate predictor of a person's future economic success. Therefore, to help school districts,
schools, parents, and community leaders improve
the education of disadvantaged children, a wide
range of school improvement recommendations is
presented, most requiring little additional expenditure; and profiles of 23 effective schools (both public
and private) and school programs around the country serving children in poverty are described for
possible replication. Also included is demographic
information on poor and minority children, and projections on their lifetime earnings based on their
educational attainment. The objective of the "What
Works" series is to provide the most useful, reliable, jections on their interme earnings based on their educational attainment. The objective of the "What Works" series is to provide the most useful, reliable, practical and research-supported information on what works in educating children. Among the recommendations made here concerning effective methods for improving education for disadvantaged children are the following: (1) schools must create an environment for achievement, provide disadvantaged students with early intervention and programs alioned to their needs, enlist parent participation, and ensure students have English proficiency; (2) parents and the community must instill in children the values they need to progress in school and life, monitor their educational progress, and invest especially in the education of the disadvantaged; and (3) local, State, and Federal governments must enact reforms to help disadvantaged students, support and encourage local programs for them, assess the results of these programs and hold school officials accountable. An extensive bibliography of 150 references is appended. (WS)

ED 280 426

## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor Mi	crocomputers	
Title P	ublic Education and Electronic Technologies ED 226 725	
Identifier Na	tional Assessment of Educational Progres	ıs
Title R	leading, Science, and Mathematics Trends.	4
C	Closer Look.	
	ED 227 159	Accession Number
Abbreviations Automobile License Plate Symbols: An Approach	Long-Range Plan of the State Board of Education for Texas Public School Education, 1986-1990.	ED 280 059
to Foreign Language Learning.	ED 280 138 Making the Most of Ability Grouping, Research	Academic Education Strengthening the Basic Competencies of Stu- dents Enrolled in Vocational Education.
Ability Grouping	in Brief.	ED 279 896
Making the Most of Ability Grouping. Research in Brief.  ED 280 888	ED 280 888 The Outward Bound Bridging Course for Low-Achieving High School Males: Effect on Ac- ademic Achievement and Multidimensional	Academic Freedom Academic Freedom: A Call for Research.
Aboriginal People	Self-Concepts.	ED 280 766
Aboriginal Viewpoints on Education: A Survey in the East Kimberley Region. Research Series No. 5.	A Preliminary Look at Group Size Effects and Learning on the Microcomputer: Implications for Early Childhood Education.	Academic Libraries  IFLA General Conference, 1986. General Re- search Libraries Division. Section: University Li- braries and Other General Research Libraries.
Abstracts	ED 280 571	Papers.
Resources in Education (RIE). Volume 22, Number 8.	The Relationship between Teacher Effectiveness and Teacher Evaluation and Selected Teacher Demographic Variables.	The Periodical Use/Survey at Fitchburg State College Library.
ED 279 782	ED 280 159	Resolved: Library Schools Do Not Meet Their
Academic Ability The Dark Side of the Excellence Movement. ED 280 137	Relationships between Preferred Learning and Clinical Achievement of Baccalaureate Nursing Students.	Goals and Objectives in Training Academic Li- brarians to Perform Research.
Academic Achievement	The System-Wide Evaluation Project in Ottawa	ED 280 461
Academic Growth Made by Learning Disabled Students.	Board of Education High Schools. Research Re- port 86-04.	Academic Persistence Attrition and Retention of Pull-Time, First-Time and Full-Time Transfer Students in Baccalaureste
ED 280 205 Comparison of Academic Success between CTC Basketball Players and Nonplayers.	ED 280 140 Utah Migrant Education Annual Summer Evalua- tion Report, 1986.	and Associate Degree Programs, including Post- secondary Opportunity Students. Class of 1983 and Partial History of Later Cohorts as of Fall
ED 280 523 Course Pass Rates in Fall 1985: Enrollment Anal- ysis Report EA86-7.	Academic Advising Improving Undergraduate Education with Val-	1985. Office of Institutional Research Report No. 4-87. ED 280 373
ED 280 533  Early Academic Socialization of Successful  Asian-American College Students.	ue-Added Assessment.  ED 280 331	A Categorical Bibliography for Student Attrition Research.
ED 280 927 English 33 Achievement Test. Summary Report. ED 280 050	Academic Alliances Academic Alliances: Should You Be a Member of a Teacher Collaborative?	The Effects of Grants on College Persistence. OERI Bulletin.
A Five-Year Study of Chapter 1 Student Records in Selected Pennsylvania School Districts. Final Report.	ED 280 269  Academic Aptitude The Threat of Mass Testing: How Do We Pre-	ED 280 355 Financial Aid and Student Persistence: An Application of Causal Modeling. AIR 1986 Annual Forum Paper.

Academic Aspiration
A Causal Analysis of Attrition at an Urban
Non-Residential University. AIR 1986 Annual
Forum Paper.

ED 280 612

ED 280 358

ED 280 232

Four Years Later: A Longitudinal Study of Advanced Placement Students in College. College Board Report No. 86-2.

Home-Bound Schools: An Alternative for Rural Areas.

Language and Learning Skills of Hearing-Impaired Students: ASHA Monographs Number 23.

ED 280 411 Transition from High School to Postsecondary Education: Analytical Studies. Contractor Re-

ED 280 066

ED 280 370

Linking Learning Style Theory with Retention Research: The TRAILS Project. AIR 1986 Annual Forum Paper. Academic Discourse
Lloyd Bitzer's "Rhetorical Situation" and the
"Exigencies" of Academic Discourse. ED 280 424

Perceptions and Performance of Currently En-rolled and Not Currently Enrolled Students: Re-sults of a Cooperative Effort among Community Colleges. AIR 1986 Annual Forum Paper. ED 280 399

Programming Dramatic Decreases in Freshmen Attrition: We Can Make It Happen and IR Can Help. AIR 1986 Annual Forum Paper.

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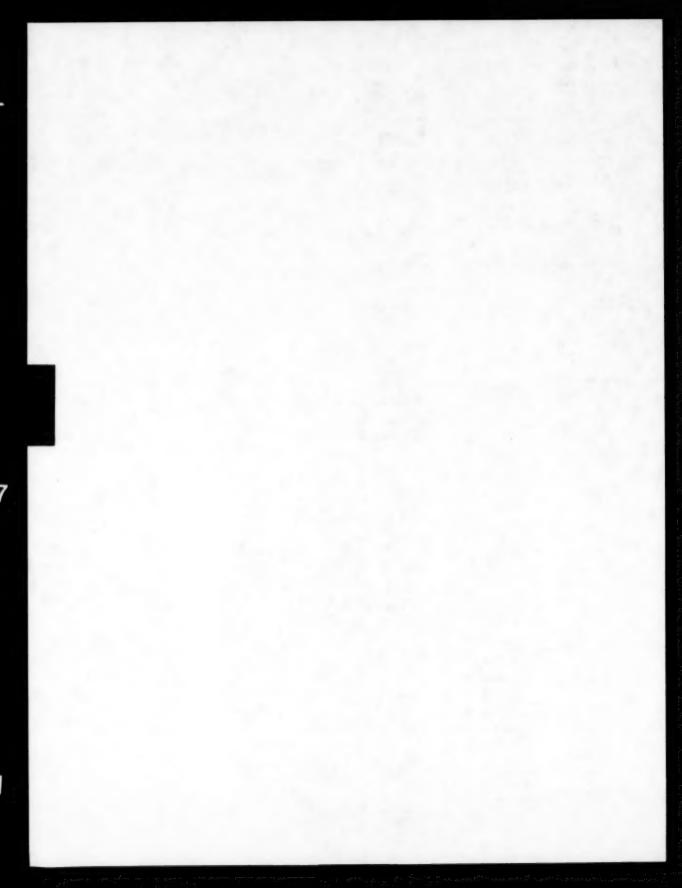
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020	- General	100	AUDIOVISUAL/NON-PRINT MATERIALS
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040	<ul> <li>Undetermined</li> </ul>		REFERENCE MATERIALS
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CS505538	ED280096	EA019315	ED280191	FL016545	ED280284	HE020230	ED280379
CS505539 CS505540	ED280097 ED280098	EA019316	ED280192	FL016546 FL016547	ED280285	HE020231 HE020232	ED280380 ED280381
CS505541	ED280099	EA019317 EA019318	ED280193	FL016548	ED280286 ED280287	HE020232	ED280381
CS505542	ED280100	EA019319	ED280194 ED280195	FL016549	ED280288	HE020234	ED280383
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CS505552	ED280104 ED280105	EC191783	ED280198	FL016553 FL016554	ED280292 ED280293	HE020238 HE020239	ED280387 ED280388
CS505553	ED280106	EC191784	ED280199	FL016555	ED280294	HE020240	ED280389
CS505555	ED280107	EC191785	ED280200	FL016560	ED280295	HE020241	ED280390
CS505558	ED280108	EC191786	ED280201	FL016561	ED280296	HE020242	ED280391
CS505560 CS505561	ED280109 ED280110	EC191787 EC191788	ED280202 ED280203	FL016562	ED280297	HE020243	ED280392
C\$505562	ED280111	EC191789	ED280203 ED280204	FL016563 FL016564	ED280298 ED280299	HE020244 HE020245	ED280393 ED280394
CS505563	ED280112	EC191790	ED280205	FL016565	ED280300	HE020246	ED280395

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HE020247	ED280396	IR051850	ED280491	PS016415	ED280584	SE047814	ED280677
HE020248	ED280397	IR051851	ED280492	PS016417	ED280585	SE047818	ED280678//
HE020249	ED280398	IR051852	ED280493	PS016419	ED280586	SE047616	ED200070//
	ED280398	1KU31832		P3010419	ED280386	SE047820 SE047821	ED280679// ED280680// ED280681
HE020250	ED280399	IR051853	ED280494	PS016420	ED280587	SE047821	ED280680//
HE020251	ED280400	IR051854	ED280495	PS016423	ED280588	SE047825	ED280681
HE020252	ED280401	IR051855	ED280496	PS016426	ED280589	SE047838	ED280682
HE020253	ED280402	IR051856	ED280497	PS016427	ED280590	SE047843	ED280683
HE020254	ED280403	IR051857	ED280498	PS016431	ED280591	SE047844	ED280684
HE020255	ED280404	IR051858	ED280499	PS016432	ED280592	SE047845	ED280685
HE020256	EDITORIA	IR051859	ED280500	PS016435	ED280593	CD047949	ED280686
	ED280406 ED280407 ED280408 ED280409 ED280410		ED280300		ED280393	SE047849 SE047850 SE047851 SE047852 SE047853 SE047854 SE047855	
HE020257	ED280406	IR051860	ED280501	PS016436	ED280594	SE047849	ED280687
HE020258	ED280407	IR051861	ED280502	PS016437	ED280595	SE047850	ED280688
HE020259	ED280408	TP051862	ED280503	PS016438	ED280506	SE047851	ED280688
	ED200400	IR051862 IR051863	ED280503 ED280504	P0016430	ED280390	SE047831	ED200009
HE020260	ED280409	TK021863	ED280504	PS016439	ED280396 ED280396 ED280597 ED280599 ED280600 ED280600 ED280601 ED280602 ED280603	SE04/852	ED280687 ED280688 ED280689 ED280690 ED280691 ED280693 ED280694 ED280695 ED280696
HE020261	ED280410	IR051864	ED280505	PS016440	ED280598	SE047853	ED280691
HE020262	ED280411 ED280412	IR051866	ED280506	PS016441	FD280599	SE047854	ED280692
HE020263	ED280412	TD051067	ED200500	DC016443	ED200599	67047855	ED200603
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HE020264	ED280413	IR051868	ED280508	PS016443	ED280601		ED280694
HE020265	ED280414	IR051869	ED280509	PS016444	ED280602	SE047857	ED280695
HE020266	ED280415	IR052069	ED280510	PS016446	ED200603	SE047858 SE047859	ED200606
HE020200	ED280413	1KU32U09	ED280310		ED280003	3E04/838	ED280090
HE020267	ED280416			PS016447		SE04/839	
HE020268	ED280417			PS016453	ED280605	SE047860	ED280698
HE020269	ED280418	JC870120	ED280511	PS016454	ED280606	SE047861	ED280699//
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	ED280419	10070121		PS016455	ED280607	SE047860 SE047861 SE047862 SE047863 SE047864 SE047865	ED280700
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	ED280422	JC870126	ED280516	P3010403	ED280610	3E04/803	ED280703
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IN012307	ED260431		ED280526	PS016500	ED280621	SE047874 SE047875 SE047876 SE047877 SE047879 SE047880	ED280714
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TROLESSO	ED200454	JC870192	ED280349	RC016116	ED280642	SE04/901	ED280/3/
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TROSTOTI	ED200462	DC016307		RC016162	ED280650	SE047909	ED280745
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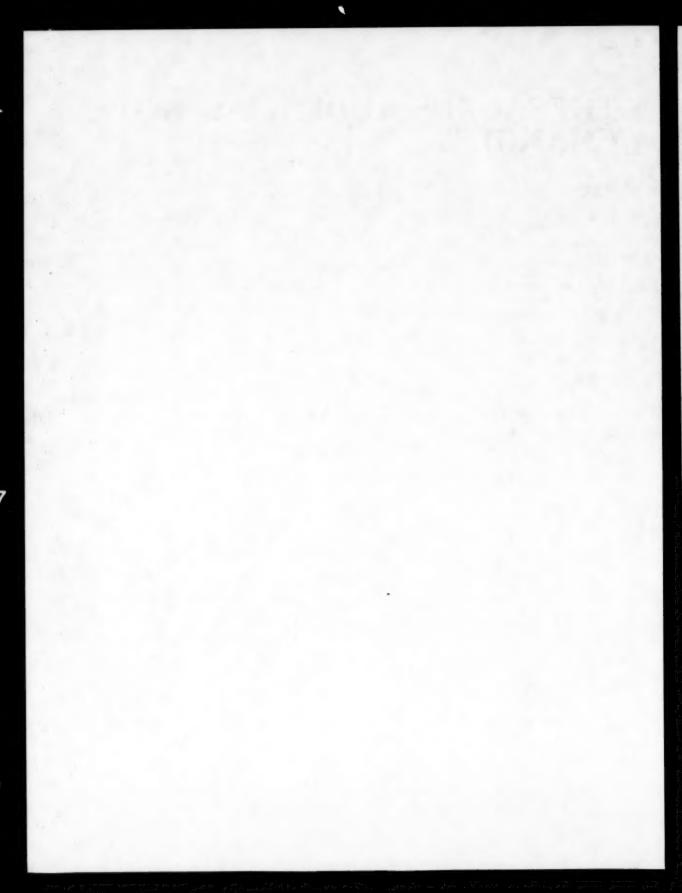
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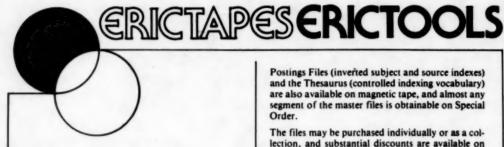
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